

REORGANIZATION
OF THE PUBLIC SCHOOL DISTRICTS
OF TAMA COUNTY, IOWA

BY

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CHAPTER I

INTRODUCTION

The reorganization of school districts in Tama County, Iowa is a real and vital problem. The citizens of this area as well as those of the entire State of Iowa should be deeply concerned with the present systems for educating their children.¹

The problem arises from the increased needs of society today which demand that the educational systems be prepared to train its youth in the complex art of living. Life has developed from a slow, plodding, tedious era of the one-room rural school to the fast, complex, mechanized age of today; therefore, it necessitates that the educational structure be geared to the increasing responsibilities cast upon it.²

Education should be no more static than the social and economic patterns. The needs of humanity are constantly changing and, since education is the primary method by

¹Frank W. Cyr, "Reorganizing School Districts in Rural Areas," School Management, V (June, 1936), 245.

²Iowa State Department of Public Instruction, Administration and Finance News Report, p. 2. Des Moines: State of Iowa, 1949.

which these problems are solved, the organization and functioning of the school systems should be flexible. The demands made of the schools vary from time to time and so it should be possible for these school districts to absorb such demands without placing so great a burden on them that it may unbalance their programs. Such strains that have occurred and may appear again are population shifts, curriculum changes, teacher shortages, and economic hardships.¹

The General Assembly of Iowa has complete control and management of the school systems.² They have provided for the organization, dissolution, change in boundaries, consolidation, and reorganization of school districts by numerous statutes.³ These laws were enacted through dissatisfaction with the school districts as they existed. Their enactment caused the creation of several types of school districts in Iowa and in Tama County. The school districts organized were the independent rural districts, the township districts, the independent town or city districts, and the consolidated school districts. The existence of these many types of school districts causes much confusion, unequal costs of education, and substandard education in many schools.

¹H. A. Dawson and F. W. Reeves, Your School District, p. 20. Washington: National Education Association, 1945.

²Constitution of Iowa, Article IX, Section 1.

³The Code of Iowa, 1946, Chaps. 273, 274, 275.

The legislature has attempted to straighten out the confusion of school districts in Iowa by adopting the statute to offer a system of reorganization for the school districts now in operation.¹ This act caused much controversy and was the source of many verbal battles while it was in force. It did nothing to further the cause of reorganization as no districts were changed accordingly. A newer statute has been enacted placing the responsibility of the reorganization of school districts with the county superintendents and the citizens of each county.² The county boards of education have the authority to approve such plans submitted to them prior to submitting them to the voters. The legislature has maintained by these laws that reorganization is necessary for the securing of better education through more adequate units with sufficient funds to provide enriched educational programs.

This study encompasses all the school districts in Tama County, Iowa. An attempt will be made to develop the necessary essentials of a school district which could provide the educational program necessary to meet the needs of the children of today. Detailed information of the existing school districts of this county will be presented along with an evaluation of them according to the criteria developed.

¹Ibid., Chap. 275.

²Acts of the 54th General Assembly, Senate File 203, State of Iowa, 1951.

The final chapter will be devoted to recommendations for reorganization of the school districts of Tama County based on the evaluation presented.

The limitations of such a study must be taken into consideration. Ideals may be stressed and often an attempt is made to put such ideals into practice. Unfortunately, ideal situations are rarely ever achieved. They do serve as a basis by which we may adjust our educational pattern to the highest attainable goals. The work accomplished in this project has been done with an unbiased opinion. An attempt has been made to present the material in such a way as to be of the utmost service to the maximum number of people in Tama County. There are danger points in forcing reorganization of school districts on any group of people. It is hoped that this research may foster reorganization by bringing to light the problems now facing the educational systems of this county.

A few related studies have been written in Iowa. Research has been conducted in the counties of Woodbury,¹

¹James G. Mumper, "Reorganization of the School Districts of Woodbury County." Unpublished Master's Field Study, Graduate Division, Drake University, 1948.

Warren,¹ Appanoose,² and Fremont.³ Chester B. Ahrenholtz conducted a study of reorganization over the State of Iowa concerning the problems faced by these changes in school districts.⁴ There has been a great amount of research carried on by the National Education Association and the State Departments of Public Instruction of Iowa, Illinois, Indiana, Michigan, Wisconsin, Nebraska, and Missouri. An intense interest has developed toward the problem of reorganization.

¹Rashal Stanger, "Study of the Public Schools of Warren County with Proposals for Reorganization." Unpublished Master's Field Study, Graduate Division, Drake University, 1946.

²George M. Brooke, "School Consolidation in Appanoose County." Unpublished Master's Field Study, Graduate Division, Drake University, 1946.

³Clarence E. Culver, "Reorganization of School Districts in Fremont County." Unpublished Master's Field Study, Graduate Division, Drake University, 1950.

⁴Chester B. Ahrenholtz, "School District Reorganization in Iowa." Unpublished Master's Field Study, Graduate Division, Drake University, 1949.

CHAPTER II

ESSENTIALS OF AN ADEQUATE SCHOOL DISTRICT

Enrollment

The most essential attribute which a person must have to enable him to lead a successful life is the ability to get along with others. Therefore, it is important during his educational training that he have the association of others in order to have experiences in this growth of character. The one-room school in which many children have secured eight years of education without having a classmate has too often failed in this particular experience.

The enrollment of a school is governed by several factors. These are the population of the community involved and also that of the surrounding area, the financial ability of the people to support an adequate school, the buildings available to house the students, the transportation facilities, and the teaching personnel needed to carry out the program.

A study was made by Howard A. Dawson concerning standard sizes for attendance areas.¹ He determined the

¹Dawson and Reeves, op. cit., p. 79.

minimum size for satisfactory elementary school to be forty pupils per teacher or a total of 240 to 280 pupils per school. It was determined that a six year high school have as a minimum two hundred to three hundred pupils. The attendance areas usually involve both elementary and secondary schools; therefore, from the conclusions drawn above, an adequate attendance area would include one having approximately 450 to 580 pupils enrolled.

Assessed Valuation

The problem of creating a suitable school district to satisfy the needs of society is directly related to the ability of the district to properly finance the cost of education.

Only half the youth of our nation now graduate from high school. If the educational program is enriched at all grade levels, to better meet the needs of all youth and to retain larger numbers for a longer time, the nation's educational bill will increase sharply.¹

It is unfortunate that legislators, administrators, teachers, parents, and those concerned with the schools place finance in such a major role. The value received per dollar expended would be of more concern to these groups of people.

¹William P. McLure, "School Finance in District Reorganization," The Phi Delta Kappan, XXXII (March, 1951), 321.

It is apparent that the most powerful group of factors which encourage or discourage the formation of adequate local school districts relate to the whole structure of educational finance. It is a fact, then, that equalization of educational opportunity in Iowa can be achieved only by a balanced emphasis on both adequate district reorganization and adequate educational finance.¹

The main source of financial support for education in Iowa comes from property taxation. This may continue for years to come so it must be considered as the main source of revenue. The assessed valuation of the property of a school district is the real value of the property as determined by the tax assessor for the purposes of millage levy. It is understood that communities and areas with a low valuation of property have not the ability to support the proper kind of education especially if there is a high ratio of pupils to the area involved. School districts having a larger assessed valuation of property have the ability to finance an adequate educational program. In this type of district the property owners may not have an excessive burden since it may not be necessary to levy the maximum millage to obtain the necessary money to finance the school program. The small or poor school district in order to support a substandard program may have to levy taxes to the maximum allowable, thus creating a hardship on the property owner.

¹"The Financial Equalization of Educational Opportunity in Iowa," Special Research Committee, p. 29. Des Moines: State Department of Public Instruction, October, 1950. (Mimeographed).

There are two methods by which the assessed valuation of a school district may be increased. The first method is by increasing the valuation of the property within the present district. This method would put a greater burden on the property owner and, thus, is extremely unwise in most instances. The other means is to enlarge the size of the present district by combining adjacent territory or by the union of two or more contiguous school districts. Most rural areas do not have secondary schools and so pay tuition to nearby districts in order to obtain educational opportunities for their children.

It must be concluded from the above information on assessed valuation of property within a school district, that the greater valuation a school district has within its boundaries the greater chance it has to promote an educational program suited to the needs of its children. However, the size of the district cannot be governed solely by the valuation of the property. Transportation facilities create a great limitation on the size of schools as will be shown later.

Cost of Education

The cost of education is directly related to the breadth of the program and services offered the students.¹ In schools having small enrollments the cost of education

¹McLure, op. cit., p. 321.

per pupil rises alarmingly when an attempt is made to increase the breadth of the program and services offered the pupils. In a larger school or in an administrative unit that includes several schools the total cost per pupil for these advantages is relatively small.

Earlier studies indicated that in elementary schools the cost per pupil tends to decrease rather rapidly up to enrollment of one hundred pupils; and that in high schools the cost per pupil decreases rapidly up to two hundred pupils and continues to decrease, but not so rapidly, up to five hundred pupils.¹

The primary purpose of considering the cost of education per pupil is not to reduce the expenditures for school districts nor to make the cost of education decrease. The costs must be considered to determine whether they will be disproportionate with the better educational opportunities offered. It has been shown from the above information that these advantages can be obtained without greatly increasing costs by enlarging the enrollment of the schools.

Transportation

The reorganization of school districts in rural areas creates the particular problem of transportation. The students must be furnished a means by which they can travel to and from school at public expense. With the advent of the modern buses and the improved road conditions

¹Dawson and Reeves, op. cit., p. 90.

school districts have been able to enlarge beyond the small districts of the past. More rural people are finding it much more convenient to pursue an education.

The roads of the school districts must be of the all weather surfaced type. This allows for the buses to transport the pupils with a minimum loss of attendance due to weather conditions. Gravel roads are the most common type and will suffice if they are kept in good condition. The best type of road for bus travel is the paved road which permits travel at all times.

An adequate number of buses in good condition must be furnished by the school district so that all children desiring transportation have the opportunity to use them. The school district must provide drivers for the buses who have the proper sense of responsibility and qualifications for performing the task.

The distance children must travel on the buses limits the size of the attendance areas for schools. It has been determined that elementary children should spend not more than forty-five minutes in riding to or from school. High school pupils should not be required to ride longer than sixty minutes each way.¹ These standards are maintained for the physical and emotional welfare of the

¹Ibid., p. 82.

children involved. Many times the effort to establish a large school district overshadows the welfare of the pupils being transported. When transportation will not provide the services needed within an administrative unit, small attendance areas may be organized. This allows for the incorporation of the advantages of the larger unit in the small attendance areas.

Proper transportation facilities encourages the enlarging of small school districts. It is extremely expensive for small school districts to transport a few pupils a distance each day.¹

School Buildings

The school building is important in the total educative process as it is a major factor in assisting the instructional activity of a school. It must function for the purpose intended. The school building is a permanent structure by which the ideals of the community and of society as a group may be realized.

The school building is often erected with thought only for the present needs of the school children. This has resulted in antiquated and subsequently poor facilities in which the educative process must be carried on.

¹Ibid., p. 29.

There is a very high correlation between the one-room school, inadequate educational programs, poorly trained and paid personnel, and poor administrative control. It may be stated conservatively that this condition represents an extremely weak area in our public education program.¹

School buildings must provide for adequate space to insure that the regular classes will not be overcrowded. They must also provide room for the special classes such as homemaking, commercial, agriculture, shop, music, athletics, physical education, and dramatics. Space must also be provided for such services as a library, health unit, visual aids, and guidance.²

The school plant must also have incorporated in it the characteristic of flexibility.³ Although the plant is erected to satisfy the existing needs of the program, care should be taken to insure that the building may be enlarged without excessive cost or harm to the original structure. The factor of flexibility in school buildings now available cannot be adjusted beyond that point incorporated by the group having the responsibility of erecting it. When new buildings are required by enrichment of the program, enlargement of the district, or increased enrollment, the

¹Arthur B. Moehlman, School Administration, p. 86. Chicago: Houghton Mifflin Company, 1940.

²Dawson and Reeves, op. cit., p. 76.

³Moehlman, op. cit., p. 410.

administration and the board of education must fulfill its obligation by incorporating flexibility in the structure.

Educational Program

The most important factor in defense of the very existence of schools is their responsibility to meet the educational needs of children they serve.¹

In every community there is need, individually and collectively, for wholesome health practices, adequate nutrition, satisfactory family living, good social relationships, wholesome recreational facilities, and a sound economy.²

The degree to which these needs range in importance will vary from one community to another and they will even vary from rural to urban areas. There is a constant flow of population between communities and between rural and urban areas. This problem must be accounted for in the type of program offered the children of today.

The culture of our society necessitates that all members become acquainted with science, mathematics, and languages. There is a need for aesthetic appreciation. Literature, music, and arts are becoming a means of self-expression and recreation.

The fundamental reason for many of the problems of our present world civilization is the lack of common

¹Dawson and Reeves, op. cit., p. 72.

²Ibid., p. 73.

understandings in communication.¹ This must be considered in the organization of an adequate educational program.

The Iowa State Department of Public Instruction has published material on the adequate school program.² From this and the information furnished above it is concluded that school district must have the following essentials in a complete elementary and secondary program.

1. Reading, spelling, language, and handwriting must be integrated.
2. Social studies including history, economics, geography, and civics must be taught as related subjects.
3. Mathematics must be taught so there is meaning and relationship in numbers.
4. Science must be included so that the students develop appreciation of the environment, interests, and logical habits of thought.
5. Literature must be included to foster appreciation for the proper kinds of reading materials.
6. Arts should be taught to include all of the pupils and not only the gifted.
7. Hygiene and health education should be included to promote wholesome attitudes and development in this area.
8. Speech should offer opportunity for all students regardless of ability.
9. Vocational courses must be offered those pupils desiring such.

¹Stuart Chase, The Proper Study of Mankind, p. 239. New York: Harper and Brothers, 1948.

²"How Good Is Your School," Iowa State Department of Public Instruction, Division of Administration and Finance, 1948, pp. 5-9. (Printed).

10. The program should include those extra-curricular activities such as dramatics, athletics, music, and various clubs to the extent that it does not disrupt the other aspects of the educational program. They should provide the utmost opportunity for participation to the maximum number of students.

The school district should have in addition to the above program, such services as medical, guidance and counseling, library, adult education, hot lunch, and community recreation. Many of these services could not be obtained by individual districts due to the cost involved, but they could be organized on a broader basis whereby the smallest schools would have access to them.

CHAPTER III

TAMA COUNTY AND ITS SCHOOLS

Description of Tama County

Tama County, Iowa comprises a rectangular area of 720 square miles located in the east central part of the state. This county is thirty miles long north and south and twenty-four miles wide east and west. It is bounded on the north by Black Hawk County and Grundy County in Iowa. Benton County lies to the east of it and Poweshiek County is the adjacent county south of it. Marshall County and Grundy County border it on the west.

The county of Tama is within the watershed of the Mississippi River. It has many small rivers and streams that flow towards the southeast. The land is rich and rolling making it suitable for agriculture. It is not as level as the northern counties nor is it quite as hilly as the counties in southern Iowa which makes it an average Iowa county from a topographical arrangement.

The area of Tama County is divided into twenty-one townships which are characteristically alike except for the townships of Tama and Toledo. Each township except those two comprises an area of thirty-six square miles. Tama

GENERAL HIGHWAY AND TRANSPORTATION
MAP

TAMA COUNTY
IOWA

PREPARED BY THE
IOWA STATE HIGHWAY COMMISSION
IN COOPERATION WITH THE
FEDERAL WORKS AGENCY
PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

SCALE 1:50,000

1949

Townships of Tama, Iowa

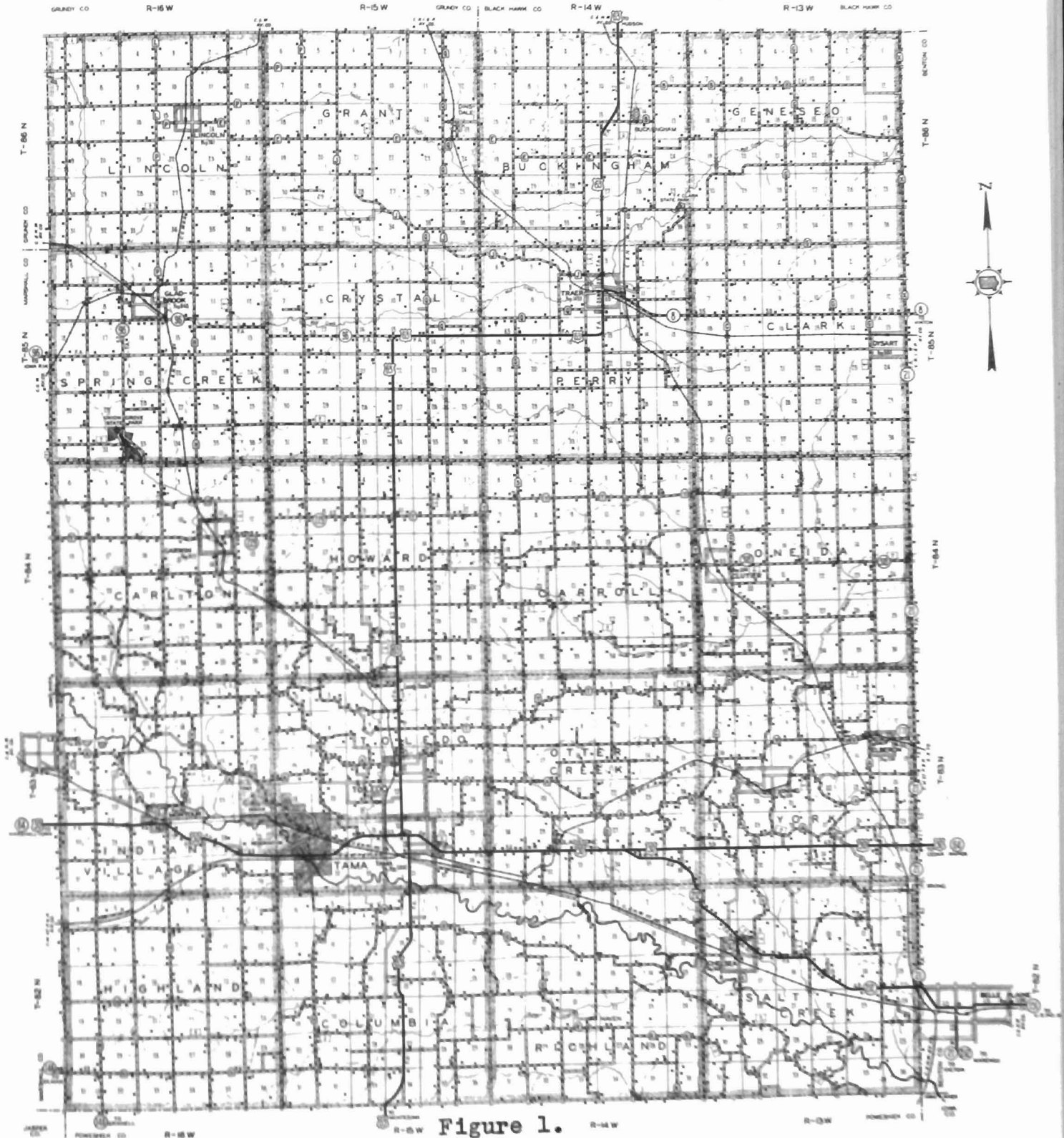


Figure 1.

Township consists of twelve square miles and is bounded on the north by the Toledo Township which has an area of twenty-four square miles. The townships and their locations are shown on Figure 1, page 18.

The population of Tama County as listed in the 1950 census is 21,688.¹ The 1930 population was 22,531 and in 1940 it was 22,428. This shows that, in general, the population of Tama County is relatively stable over a period of years. Table 1 shows the population of the incorporated communities comprising approximately one-half the population of the whole county. The location of these communities within Tama County may be seen in Figure 1.

Tama in Tama Township is the largest of these communities with a population of 2,832 while Lincoln in Lincoln Township is the smallest incorporated community having a population of only 167 people. There are six small unincorporated towns in Tama County which are as follows: Dinsdale in Grant Township; Geneseo in Geneseo Township; Buckingham in Buckingham Township; Irving in Salt Creek Township; and Haven in Richland Township.² These many small communities are typical of the rural areas of

¹Seventeenth Census of the United States: 1950. Number and Distribution of Inhabitants, II, 30-35. Washington: Government Printing Office, 1951.

²History of Tama County, pp. 241-245. Springfield, Illinois: Union Publishing Co., 1883.

Iowa and are a result of the days of poor transportation.

TABLE 1
POPULATION OF COMMUNITIES IN
TAMA COUNTY, IOWA

Community	1930 ^a	1940 ^b	1950 ^c
Tama	2,626	2,930	2,832
Toledo	1,825	2,160	2,073
Traer	1,417	1,627	1,493
Dysart	971	1,089	986
Gladbrook	891	862	945
Garwin	450	518	517
Chelsea	575	482	540
Montour	370	380	393
Clutier	350	302	354
Elberon	254	256	225
Vining	163	126	112
Lincoln	162	194	167

^aFifteenth Census of the United States: 1930.
Population: Number and Distribution of Inhabitants, III,
Part I, p. 813. Washington: Government Printing Office,
1931.

^bSixteenth Census of the United States: 1940.
Population: Number and Distribution of Inhabitants, II,
Part II, p. 817. Washington: Government Printing Office,
1941.

^cSeventeenth Census of the United States: 1950.
Population: P-A15 Ia. Number and Distribution of Inhabit-
ants, p. 19. Washington: Government Printing Office, 1951.

Tama County has no large industries save those oc-
cupations devoted to agriculture and those necessary for
maintaining the population of the small communities and the
people of the rural areas. Each of the towns have grocery
stores, automobile dealers, oil stations, implement dealers,
banks, feed salesmen, and hardware stores normal to any small
town in Iowa. There is the Funk Brothers Seed Corn Company
of Iowa, 1935-1940.

at Traer and an independent canning company located in Toledo.

Tama County has within its boundaries the only Indian reservation in Iowa. This reservation is occupied by the Musquakie Indians of the Sac and Fox Tribes. The Tama Indian Reservation comprises three thousand six hundred acres located in the townships of Tama, Toledo, and Indian Village. Originally these Indians sold their land in Iowa to the United States Government and moved to a reservation in Kansas. Three hundred seventeen Indians of the Sac and Fox Tribes moved back to Iowa in 1860, and in 1867 they began buying one thousand four hundred acres of land from the United States Government for a sum of \$28,000. This money came from interest on annuities which the Federal Government held in trust for these Indians. The most recent reports show approximately five hundred men, women, and children living on the Tama Indian Reservation.¹ Each September the Indians of the Tama Indian Reservation conduct their annual Pow-Wow which is a ceremony that creates much interest among the residents of the State of Iowa and those of neighboring states.

In considering a description of Tama County it is important to include the roads and the road conditions.

¹Official Register, p. 202. Des Moines, Iowa: State of Iowa, 1939-1940.

TABLE 2

KIND AND MILEAGE OF ROADS IN
TAMA COUNTY, IOWA, 1951

Kind	Miles	Percent of Total Miles
Pavement	82	6.3
Black Top	34	2.8
Gravel	1,016	78.8
Dirt	157	12.1
Total	1,289	100.0

Many schools are directly dependent upon good roads in order to furnish transportation for pupils from rural areas.

Figure 1, page 18, shows the roads and road conditions of the county. Highway 63 is the road running north and south which is completely paved and Highway 30, running east and west, is the most traveled paved road in Tama County. Table 2 above shows the number of miles of the different types of roads in the county. It may be stated that the road conditions in Tama County are adequate to provide transportation for schools.

Social-Economic Patterns of Tama County

The social and economic life of the residents of Tama County must be considered to establish a firm basis for education of their children. The school is often the center of community life in many of the smaller towns and

any changes in the schools would similarly change the lives of the people concerned.

Improved transportation and good roads have expanded community influence beyond the city limits of the incorporated towns. The farmers are attending all social functions in the communities; this has changed the neighborhood areas of those same people. Life in the small town is indirectly dependent upon the well-being of the farmer for occupational and community success. Businessmen, bankers, lawyers, doctors, salesmen, and others are relying on rural residents for business purposes and friendship.

The people living on farms associate themselves with the community of their choice for social and economic purposes. They attend churches and send their children to school in the community where they find the greatest interests.

Figure 2, page 24, shows the trade areas surrounding the various towns in Tama County. It can be seen that larger communities have definitely larger trade areas than smaller ones. Tama and Toledo, situated next to each other, have limited trade areas because of their situation. They each have quite a large area to serve in the southern portion of the county. Traer is the largest community in the north part of the county and it serves the people of surrounding areas along with those of the smaller communities

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PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

SCALE 1:50,000
1949

Trade Areas of the Rural People in Tama County, Iowa, 1949

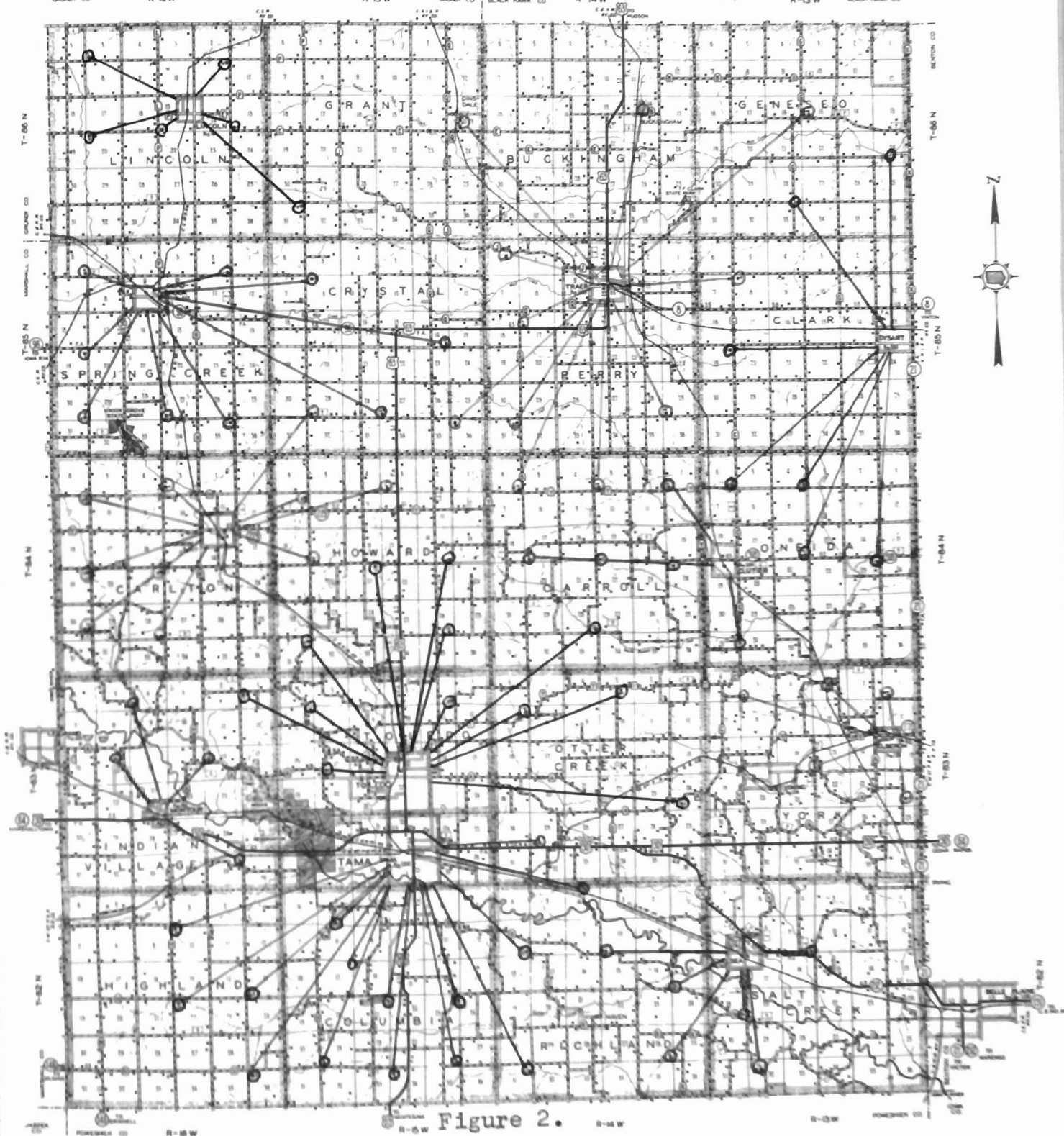


Figure 2.

of Geneseo, Dinsdale, and Clutier.

Tama County is situated between three larger cities of Iowa. They are Marshalltown to the west, Waterloo to the north, and Cedar Rapids to the east. These cities furnish hospitals and specialized services to the residents of Tama County. They are known for their large industries and for the shopping centers they provide to the people of the area surrounding them including Tama County.

Table 3, page 26, shows the kinds and numbers of services offered the people of Tama County by the various towns within it.

Schools of Tama County

The information and statistical data of the Tama County schools for the 1949-1950 year were obtained from the files of the Tama County Superintendent of Schools, Ernest P. Simmons. His kind assistance and guidance in gathering this data together and his interpretation of it was of considerable help.

Tama County has within its boundaries each type of school district authorized by law. There are eleven independent town and city school districts, four consolidated school districts, nine township elementary school districts, and twenty-eight independent school districts. These will be discussed in the following paragraphs.

TABLE 3
SERVICES AVAILABLE IN TOWNS OF
TAMA COUNTY, IOWA, 1951

Town	Doctors	Dentists	Theatres	Churches	Lawyers	Newspapers
Garwin	1	1	.	3	.	.
Gladbrook	2	1	1	4	2	1
Dysart	1	2	1	4	1	1
Montour	.	.	.	1	.	.
Vining	.	.	.	2	.	.
Elberon	.	.	.	1	.	.
Tama	2	2	1	6	5	1
Toledo	4	2	1	5	4	1
Traer	2	3	1	5	4	1
Chelsea	1	.	.	1	.	.
Clutier	.	.	.	2	.	.
Lincoln	.	1	.	1	.	.

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MAP

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HIGHWAY PLANNING SURVEY

- 7 Dysart
- 8 Montour
- 9 Tama
- 10 Toledo
- 11 Traer

- 1 Chelsea
- 2 Clutier
- 3 Garwin
- 4 Geneseo
- 5 Gladbrook
- 6 Dinsdale

1949

Secondary School Districts of Tama County, Iowa, 1949

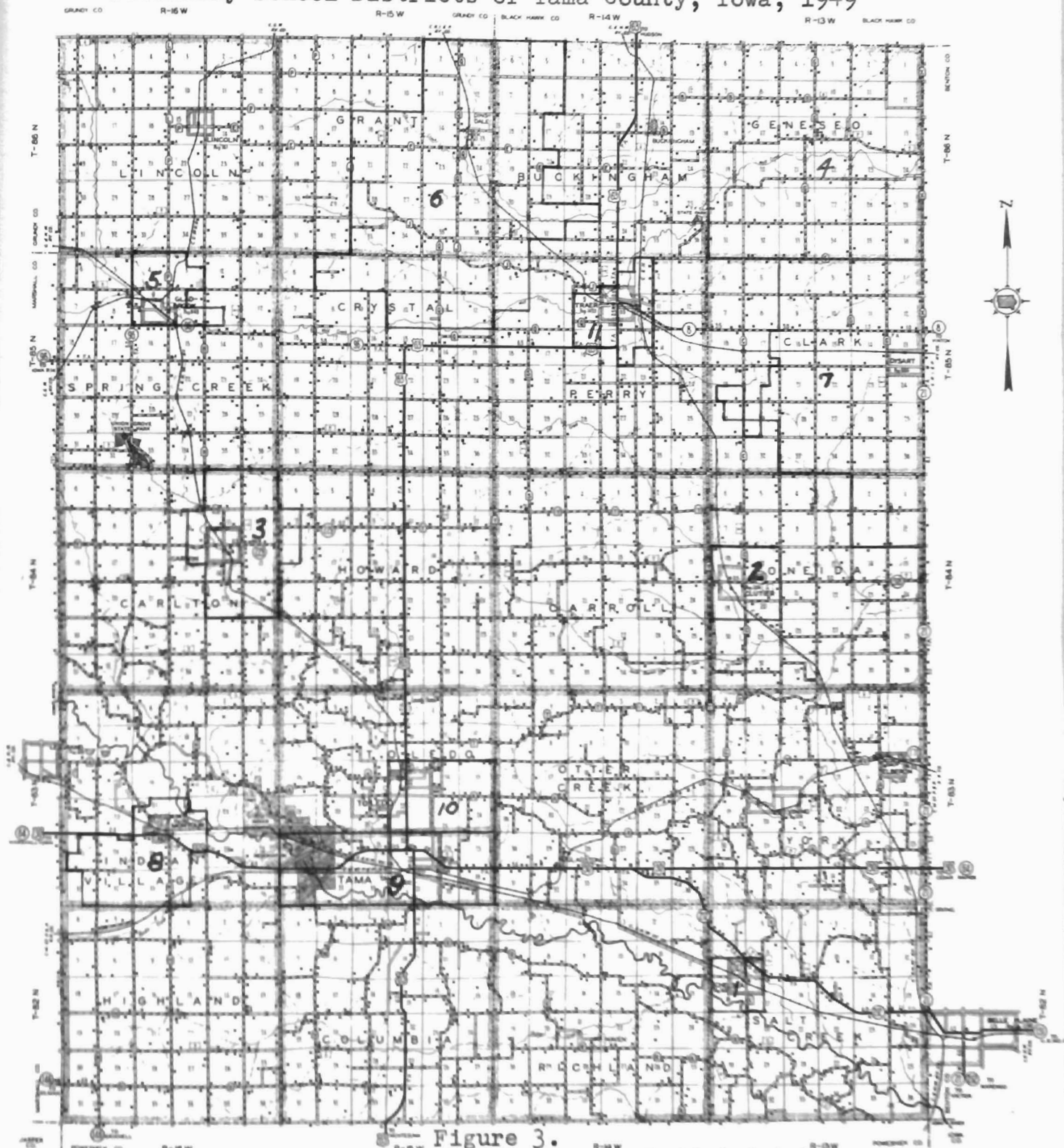


Figure 3.

— School district boundaries

Elementary and Secondary School Districts

The first school districts to be considered are those maintaining both elementary and secondary schools. These are shown on Figure 3, page 27. There are eleven of these school districts of which eight are independent town schools and three are consolidated schools. The statistical data on these schools are shown in Table 4, page 29.

The Chelsea Independent School District comprising three square miles in Salt Creek Township is located in the southwest portion of the county. The total enrollment of this school was 128 pupils of which eighty-six were in the first eight grades and forty-two were enrolled in the high school. The assessed valuation of the Chelsea School District was \$480,907 and the expenses for this year as shown in Table 4 were \$28,284.40. The cost of education per pupil for this district was \$225.26. The Chelsea school had a staff of seven teachers whose names are shown in Table 5, page 30.

The program of the Chelsea High School by grade is shown in Table 6, page 31. The juniors and seniors have business arithmetic together, and the freshman and sophomore girls have home economics together while the boys of these classes have geography together.

The school building at Chelsea, Iowa, according to the 1949-1950 report, is in a bad state of repairs. The

TABLE 4

DATA ON SCHOOL DISTRICTS HAVING SECONDARY
SCHOOLS IN TAMA COUNTY, IOWA
1949-1950

School District	Area in Sq. Miles	Enrollment	No. of Teachers	Tax Levy Mills	Assessed Valuation	Expenses	Cost per Pupil
Chelsea Ind.	3	130	7	36.917	\$ 480,907	\$28,284.40	\$217.57
Clutier Ind.	4	78	6	37.508	487,224	21,123.76	270.81
Garwin Ind.	9.5	203	10	29.077	876,393	35,783.79	176.27
Gladbrook Ind.	4	342	16	30.672	898,276	69,050.92	201.90
Montour Ind.	9	157	9	43.029	586,476	37,467.43	238.65
Tama Ind.	12	661	29	30.745	2,510,105	124,119.34	187.78 ²⁶
Toledo Ind.	6	542	20	37.753	1,602,886	91,321.11	149.87
Traer Ind.	4	361	19	26.508	1,639,613	77,153.96	213.72
Dinsdale Cons.	40	183	9	13.643	2,183,589	35,728.47	190.32
Dysart Cons.	72.8	405	22	14.602	5,157,914	94,770.14	234.00
Geneseo Cons.	56.5	221	11	14.798	2,837,501	46,239.65	209.23

TABLE 5

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
CHELSEA INDEPENDENT SCHOOL, 1949

Teachers	Duties	Certificate
Carl J. Grosland	Superintendent, Mathematics, Bookkeeping	Superintendent
Edna I. Stately	History, Home Economics, Acting Principal	Standard Secondary
Lillian Benesh	English, Literature, Drama	Special Limited
Garold Weasmer	Typing, Business, Physical Education, Athletics	Standard Secondary
Julia Sheda	Grades 6, 7, 8	Standard Elementary
Carol Highum	Grades 3, 4, 5	Limited Elementary
Lenore Cummings	Grades Primary, 1, 2	Standard Elementary

TABLE 6

PROGRAM BY CLASS OF THE CHELSEA,
IOWA HIGH SCHOOL, 1949

Freshman	Sophomore	Junior	Senior
English	English	Typing I	Typing II
General Science	General Science	Literature	Literature
Home Economics (girls)	Home Economics (girls)	Biology	Business Law
Geography	Geography	Business Arithmetic	Business Arithmetic
General Mathe- matics	General Mathe- matics	Physical Edu- cation	Physical Edu- cation
Physical Edu- cation	Physical Education		

classroom space is inadequate for the anticipated enrollment. The school needs a garage for its buses and plans have been made to provide for home economics, a school lunch room, and a shop for industrial arts and agriculture.

The school of Chelsea transported a total of forty-nine pupils to and from school during the 1949-1950 school year. The total cost of transportation was \$3,434.26 making the cost of transportation per pupil \$70.38. The transportation is adequate for those pupils involved.

The next school to be considered is the Clutier Independent School District comprising an area of four square miles in Oneida Township. The enrollment was seventy-eight pupils in 1949 with forty-nine in the elementary grades and twenty-nine in the high school. The total assessed valuation of this school district was \$487,224 in 1949. The expenses for operation that year were \$21,123, making a total cost of \$270.81 per pupil.

The teaching staff of the Clutier Independent School, their duties, and their certification are shown in Table 7, page 33.

The school building at Clutier is adequate for the present needs. The elementary grades have a capacity of 140 pupils and the high school has a capacity of one hundred pupils. It may be seen from these figures that the school is being operated at one-third capacity.

TABLE 7

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
CLUTIER, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
James Paulding	Superintendent, History, Typing	Superintendent
David Sparks	Geometry, Algebra, Business Arithmetic, Science	Standard Secondary
Julia Gagnon	English I, II, III, Biology	Standard Secondary
Luella Hora	Grades 6, 7, 8	First Grade County
Irene Sienknecht	Grades 3, 4, 5	Standard Elementary
Thelma Irving	Grades Primary, 1, 2	Normal Training

The transportation furnished the students of the Clutier Independent School District is by private automobile as the number of students is small.

The school district of Garwin in Carlton Township had a total enrollment of 178 in 1949. One hundred twenty-three of these pupils were elementary students and fifty-five were in the high school. This school district comprised an area of 9.5 square miles and had an assessed valuation of \$876,393.¹ The expenses incurred for the school year 1949-1950 were \$35,783.79, making the cost of education per pupil \$176.27.

The teaching staff consisted of nine teachers shown in Table 8, page 35, listed with their teaching duties and their certification.

The courses offered by grades are shown in Table 9, page 36. The number of subjects given for two years are listed as this school alternates subjects every other year to be able to present a variety to the students.

The school building at Garwin is adequate for present needs. It has a total capacity of three hundred elementary and high school students while the enrollment is only 178. The building was erected in 1925.

The Garwin Independent School District owns two school buses transporting seventy-five pupils daily in 1949-1950. The cost was \$4,491.42, making the cost per

¹See Table 4, p. 29.

TABLE 8

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
GARWIN, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificates
L. W. Burns	Superintendent, Physics, Manual Arts	Superintendent
Ethel Burns	Home Economics, Government, Economics English I and II	Emergency
Elwyn Jacobs	Athletics, Algebra, Geometry, Typing, Commercial Arithmetic, Commercial Law	Standard Secondary
Betty Whannel	Music, American Literature, World History	Standard Secondary
Mary Lou Clough	Grades 7, 8	Limited Elementary
Verna Lynch	Grades 5, 6	Standard Elementary
Colores Christensen	Grades 4,5	Limited Elementary
Carlene Jacobs	Grades 2, 3	Standard Elementary
Jacqueline Hayford	Grades Primary, 1	Limited Elementary

TABLE 9
PROGRAM BY CLASS OF THE GARWIN,
IOWA HIGH SCHOOL, 1949

Freshman	Sophomore	Junior	Senior
Agriculture	Agriculture	Bookkeeping	Bookkeeping
English	English	Typing	Business Arithmetic
General Science	General Science	American History	American History
Algebra	Geometry	English Literature	English Literature
World History	World History	Home Economics	Home Economics
Manual Arts	Manual Arts	Manual Arts	Manual Arts
Home Economics	Home Economics	Commercial Law	Economics
		Economics	Government
		Government	Physics
		American Literature	American Literature

pupil \$60.37. At the present time the transportation is adequate.

The Gladbrook Independent School District located in Spring Creek Township has an area of four square miles. The total enrollment of the school for the 1949-1950 school year was 304 pupils with 207 in the elementary grades and ninety-seven in high school. The assessed valuation of this school district was \$898,276 while the expenses were \$69,050.92 during the same school year of 1949-1950. This made the cost of education per pupil \$210.90.

The Gladbrook Independent School had fifteen teachers in its school whose names, duties, and certification are listed in Table 10, page 38.

The school building at Gladbrook was originally constructed in 1890 with additions in 1916 and 1930. It was partially destroyed by fire in April of 1951. The classroom space is adequate for present needs for the total capacity of the school is 375 students. Additional room would be needed if the enrollment increases to any extent. The Gladbrook Independent School District owns another site which is available for any future building plans.

The Gladbrook Independent School District transported 178 pupils with five buses in 1949-1950. The total cost was \$10,705.87, making the cost per pupil \$60.12. From the total enrollment of 304 pupils one-half of the students of this

TABLE 10

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
GLADBROOK, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
W. W. Murren	Superintendent, Mathematics, Govern- ment	Superintendent
Louise Giles	Principal, English, Drama	Standard Secondary
David Boyd	Music	Special Secondary
Kermit Tannatt	Athletics, Health, Biology, Physical Education	Standard Secondary
Andrew Patton	Manual Training, Agriculture, Social Science	Standard Secondary
Raymond Nordurft	Commercial	Standard Secondary
Edith Murren	Home Economics	Standard Secondary
Marjorie Krogel	Grade 8	Standard Secondary
Emma Moeller	Grade 7	Advanced Elementary
Margaret Klemme	Grade 6	Standard Elementary
Amelia Bruene	Grade 5	Limited Elementary
Darlus Baker	Grade 4	Standard Elementary
Bernice Patton	Grade 2	Standard Elementary
Marjorie Nordurft	Grade 3	Normal Training
Gertrude Bartling	Grades Primary, 1	Standard Elementary

school district are furnished transportation.

The Montour Independent School District in Indian Village Township comprised an area of nine square miles. It had 110 pupils attending the elementary grades and forty-five in high school, making the total enrollment of the school 155 pupils. The assessed valuation of the property within the school district was \$586,467. During the 1949-1950 fiscal year the total expenses for operation were \$37,467.43, making the cost of education per pupil \$238.65.

The teaching staff of the Montour Independent School consisted of nine teachers whose names, duties, and certification are shown in Table 11, page 40. It may be seen that one elementary teacher taught three grades at one time. The three upper grades were combined for several elective courses, which does not allow a student much choice except the grade level at which he takes the various courses offered. Two of the teachers in the elementary grades had limited certificates which are definitely substandard.

The school building of the Montour Independent School was erected in 1936. It is adequate for present needs since its capacity is one hundred pupils more than are now attending.

The Montour Independent School District operated two bus routes which furnished transportation to seventy-five pupils at a cost of \$3,271, making the cost per pupil \$43.80. This was the lowest cost of transportation for any Tama County school.

TABLE 11

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
MONTGOMERY, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
R. M. Wood	Superintendent, History, Industrial Arts	Superintendent
N. R. Loats	Coach, Typing, Bookkeeping	Standard Secondary
Mrs. Avon Burt	Algebra, Geometry, Science, Biology	Standard Secondary
Evan Lottich	English, Literature, Speech, Civics	Standard Secondary
Alfred Witham	Music	Standard Secondary
Ruth Smith	Grades 7, 8	Standard Elementary
Marian Watts	Grades 4, 5, 6	Limited Elementary
Agnes Wood	Grades 2, 3	Standard Elementary
Lois Forster	Grades Primary, 1	Limited Elementary

The next school district to be considered is the Tama Independent School District in Tama Township. It has an area of twelve square miles with an assessed valuation of \$2,510,105. The enrollment of this school was 668 pupils which made it the largest school in Tama County. Four hundred and eleven of these students were in the elementary grades while 257 pupils were in the high school. During the 1949-1950 school year the total cost of operating the school was \$124,119.34, making the cost per pupil \$187.78. This was not an excessive cost per pupil considering that the school offered a more varied program than some of the smaller schools of the county.

The Tama Independent School District had the largest teaching staff of any of the schools in Tama County. There were twenty-nine teachers in this school whose names, duties, and certification are shown in Table 12, page 42. It may be seen that the secondary teachers had few different subjects to teach. There appeared to be an abnormal number of teachers in the elementary grades who had certificates requiring little education.

This school district has two buildings which are adequate for present needs. The elementary school building was erected in 1914 and had a capacity of 550 students while only housing 411 pupils. The high school building was erected in 1939 and had a capacity for three hundred

TABLE 12

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
TAMA, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
Ben Jones	Superintendent	Superintendent
Henry T. Boss	Principal	Principal
Harold Hoskins	Coach, Bookkeeping	Standard Secondary
Ross E. Davis	Music	Special Secondary
Katherine Knight	Vocal Music	Standard Secondary
Marilyn Marlow	Speech, English	Standard Secondary
Lois Hilleman	Homemaking	Standard Secondary
Dyle Martin	Coach, Biology	Standard Secondary
Robert Morris	Mathematics	Standard Secondary
Jean Thorpe	English	Standard Secondary
Gloria Gray	Commercial	Standard Secondary
John Sebern	Coach, Social Science	Standard Secondary
Donald Bachman	Industrial Arts	Special Secondary
Celeste Hoover	Girls' Physical Education	Standard Secondary
Hazel Thompson	Junior High Principal	Elementary Principal
Minnie Witosky	Junior High	Standard Elementary
Walter Ramey	Junior High	Standard Secondary
Evelyn Houdyshell	Junior High	Normal Training
Phyllis Werning	Grade 5	Limited Elementary
Helen Gerdes	Grade 5	Standard Elementary
Dorothy Roberts	Grade 4	First Grade County
Barbara School	Grade 4	Standard Elementary
Neva Davisson	Grade 3	Limited Elementary
Anna Olson	Grade 3	Limited Elementary
Sue Chapman	Grade 2	First Grade County
Mary Smith	Grade 2	Standard Elementary
Margery Yeggy	Grade 1	Standard Elementary
Louise Walter	Grade 1	Limited Elementary
Bonnie Ramey	Primary	Standard Elementary

pupils while there were only 257 in attendance.

The Tama Independent School District is the only district in Tama County having a secondary school which does not own school buses. It contracts with individuals for the transportation of its students needing such service. Four private buses transported seventy-one children at a total cost of \$8,065.60, making the cost per child \$113.60 which was the highest cost of transportation in this county.

The Toledo Independent School District in Toledo Township has an area of six square miles with an assessed valuation of \$1,602,886. The 1949-1950 enrollment was the second largest of any school in Tama County having 542 pupils. Three hundred forty-four of these students were in the elementary grades and 198 were in high school. The total expenses incurred for this school year were \$91,231.11, making the cost of education per pupil \$149.87. This was the lowest cost per pupil of any district having a secondary school.

There were twenty teachers on the staff of the Toledo Independent School. Their names, duties, and certification are shown in Table 13, page 44. It may be seen that the certificates held by these teachers were of the type most frequently found.

TABLE 13

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
TOLEDO, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
Melvin Anderson	Superintendent, Physics, Agriculture	Superintendent
Elizabeth Damborg	Principal, History, Algebra	Principal
Bernice Schreiber	Speech, English	Standard Secondary
Gwendolyn Whitmer	Spanish, Speech, English	Standard Secondary
Mina Olin	Home Economics, Algebra	Standard Secondary
Louis Schmadeke	Biology, Mathematics, Physical Education	Standard Secondary
Nathan Bond	Industrial Arts, Physical Education	Standard Secondary
John Penne	History, Government	Standard Secondary
Verlin Odell	Commercial	Standard Secondary
Bert Kruse	Science, Music	Standard Secondary
Dolores Hansen	Vocal Music	Standard Secondary
Neva Kayser	Grade 8	Standard Elementary
Mary Giblin	Grade 7	Standard Elementary
Ruth Stoner	Grade 6	Standard Elementary
Grade Cawelti	Grade 5	Standard Elementary
Margaret Vorba	Grade 4	Normal Training
Anna Hassebrock	Grade 3	Standard Elementary
Norma Westendorf	Grade 2	Standard Elementary
Helen Smith	Grade 1	Standard Elementary
Alice Cummings	Primary	Standard Elementary

The present building of this school district is not adequate, but there is a new addition being constructed to the old building which will house a gymnasium, shop, and home economics department. This will relieve the congested condition of the past by making more classroom space available in the old building.

The Toledo Independent School District operated three school buses which transported a total of 119 pupils. The total cost of transportation in 1949 was \$7,738.64, making the cost per pupil \$65.06.

The Traer Independent School District in Perry Township has an area of only four square miles. The assessed valuation of this school district was \$1,639,613. This made it one of the wealthiest school districts in Tama County per unit of area. The total enrollment of the school was 344 pupils of whom 119 were in the high school and 225 in the elementary grades. During the 1949-1950 school year the total expenses for operation were \$77,153.96, making the cost of education per pupil \$213.72.

The teaching staff of the Traer Independent School includes nineteen teachers whose names, duties, and certification are shown in Table 14, page 46. It may be noticed that all of the teachers had above average certification in that none had less than the equivalent of a standard elementary certificate.

TABLE 14

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
TRAER, IOWA INDEPENDENT SCHOOL, 1949

Teacher	Duties	Certificate
Howard H. Smith	Superintendent	Superintendent
Raymond Kuehl	Principal, Commercial	Secondary Principal
Mildred Fry	Music	Special Music
Mary Stark	Junior High	Elementary Principal
Evelyn Wilson	Grade Music	Special Music
Mary Beecher	Junior High	Advanced Elementary
Ruth Denney	Home Economics, English	Standard Secondary
Pauline Harold	Mathematics	Standard Secondary
Keith Harrigle	English	Standard Secondary
Ivan Kibbie	Coach, Industrial Arts	Standard Secondary
Donald Lenth	Coach, Science	Standard Secondary
Viola Moeller	Social Studies	Standard Secondary
Alza Giger	Grade 6	Standard Elementary
Dorothy Kerr	Grade 5	Standard Elementary
Arlene Klendenon	Grade 4	Standard Elementary
Mary Heaton	Grade 3	Standard Elementary
Genevieve Scott	Grade 2	Standard Elementary
Esther Wood	Grade 1	Standard Elementary
Doris Kahler	Primary	Standard Elementary

The state of repair of the building of the Traer Independent School has been improved. The roof of the gymnasium was rebuilt and many improvements have been made in the various classrooms. This structure was erected in 1917 and any expansion of the school enrollment would tax the facilities of the building. The total capacity of the building was 374 pupils, with 344 pupils in attendance.

The Traer Independent School operated one bus during the 1949-1950 school year. There were thirty-one pupils riding at a cost of \$2,126, making the cost per pupil \$69.94. The transportation facilities have been increased to three buses since that year offering greater service to a larger number of pupils.

The next school to be considered is the Dinsdale Consolidated School District in the townships of Grand, Buckingham, Perry, and Crystal. It has a total area of forty square miles with an assessed valuation of \$2,183,589. The total enrollment was 165 pupils of which forty-six were in high school and 119 were in the elementary grades. During the 1949-1950 school year the total expenses for operation were \$35,728.47, making the cost per pupil \$190.32.

This school district employed only eight teachers whose names, duties, and certification are shown in Table 15, page 48. It can be noted that the four high school teachers taught all the courses offered the students, yet,

TABLE 15

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
DINSDALE, IOWA CONSOLIDATED SCHOOL, 1949

Teacher	Duties	Certificate
John P. Jones	Superintendent, Shop, Geography	Superintendent
Burton Mitchell	Law, History, Driving, Biology	Standard Secondary
Merlyn Merx	Home Economics, Mathematics, Geometry	Standard Secondary
Laura Boone	Music, English, Typing	Standard Secondary
Marjorie Tomlinson	Grades 7, 8	Limited Elementary
Constance Robinson	Grades 5, 6	Standard Secondary
June Mitchell	Grades 3, 4	Limited Elementary
Elaine Gray	Grades 1, 2	Limited Elementary

they had only eleven pupils per teacher. The certification standards for the elementary teachers were very low as only one teacher had a certificate of the highest standard.

The Dinsdale Consolidated School just recently built a new gymnasium. There were not enough classrooms available in the old building to accommodate the program presented. The old building was being used to capacity.

Transportation in this school district is very important. One hundred forty-eight of the 165 pupils enrolled were furnished transportation by four buses. The total cost of transportation was \$7,949.95, making the cost per pupil \$53.71.

The Dysart Consolidated School District, having an area of 72.8 square miles, is the largest school district in Tama County. A great portion of this area extends into Benton County, while that part remaining in Tama County comprises twenty-nine square miles. It is located in Clark and Oneida Townships. The enrollment of this school was 387 pupils of which one hundred were in high school and 287 were in the elementary grades. During 1949-1950 the expenses were \$94,770.14, with the cost of education per pupil \$234.00.

There were twenty-one teachers employed by the Dysart Consolidated School District whose names, duties, and certification are shown in Table 16, page 50. This was a rather large teaching staff considering the number of students enrolled in the high school.

TABLE 16

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
DYSART, IOWA CONSOLIDATED SCHOOL, 1949

Teacher	Duties	Certificate
Leonard Maley	Superintendent, Government	Superintendent
Alice Decker	Principal, English, Latin	Secondary Principal
Margaret Weyer	Mathematics	Standard Secondary
Arthur Borwick	Coach, Shop	Standard Secondary
Elmer Gast	History, Typing	Secondary Principal
Millard Youtz	Farm Shop	Standard Secondary
Patricia Feetkether	English, Typing	Standard Secondary
Richard Ritchie	Science	Standard Secondary
Margaret Fritschel	Music	Special Secondary
Charles Ball	Band	Standard Secondary
Vera Mitchell	Home Economics	Limited Secondary
Cleo Maley	Junior High Principal	Elementary Principal
Mary Grim	Grades 6, 7, 8	Standard Elementary
Dorothy Collins	Grades 6, 7, 8	First Grade County
Frances Anderson	Grades 6, 7, 8	Standard Elementary
Anna Schroeder	Grade 5	Standard Elementary
Elizabeth Davis	Grade 4	Standard Elementary
Lois Stumme	Grade 3	Standard Elementary
Roma Read	Grade 2	Standard Elementary
Norene Boley	Grade 1	Standard Elementary
Viola Reimer	Primary	Standard Elementary

The building of the Dysart Consolidated School District was originally built in 1904 with additions in 1914, 1923, and 1941. It is adequate for present needs and it is in a good state of repairs.

This school district operated seven bus routes which transported 203 pupils with a total cost of \$13,454.04, making the cost per pupil \$66.60. It may be seen that over one-half of the students of this school rode the buses to and from school.

The last school district with both elementary and secondary grades to be considered is the Geneseo Consolidated School District of Geneseo Township. It has an area of 56.5 square miles part of which lies in Black Hawk County and Benton County. The assessed valuation of this school district was \$2,837,501. The school was rather small for such a large area as the total enrollment was 203 pupils of whom fifty-one were in high school and 152 were in the elementary grades. The total expenses for the 1949-1950 school year were \$46,239.65, making the cost per pupil \$209.23.

The teaching staff at this school consisted of ten teachers whose names, duties, and certification are shown in Table 17, page 52. It may be seen that there were six high school teachers with only a few students while there were only four grade teachers with three times as many students.

TABLE 17

DUTIES AND CREDENTIALS OF THE TEACHERS OF THE
GENESECO, IOWA CONSOLIDATED SCHOOL, 1949

Teacher	Duties	Certificate
John Simpson	Superintendent, Typing, Geometry, Shop	Superintendent
Olive Tippet	Principal, Science, Algebra, Arithmetic	Principal
Edna Brown	Home Economics, Science	Standard Secondary
Frances Wratishlaw	English, Speech	Standard Secondary
Lucille Risvold	Music, Spelling, Reading	Standard Elementary
Kenneth Kitterman	Coach, History, Biology, Agriculture	Standard Secondary
Mary Simpson	Grades 6, 7	First Grade County
Nada Bobst	Grades 4, 5	Limited Elementary
Gladys Peters	Grades 2, 3	Standard Elementary
Ruth Smith	Grades Primary, 1	Standard Elementary

The school building of the Geneseo Consolidated School District was erected in 1920 and is adequate for the present needs. It has a total capacity of 320 students, while there were only 203 pupils enrolled in 1949-1950.

This school district was dependent upon its bus routes and good road conditions for operation. It had seven bus routes transporting a total of 198 pupils of its enrollment. The cost of operating these buses was \$9,509.53, making the cost per pupil \$47.57, which was exceedingly low for this service.

From the information presented concerning the secondary school districts of Tama County, Iowa it may be seen that the area, the enrollment, the assessed valuation, the pupil-teacher load, the number of subjects per teacher, the millage levy, and the number of subjects offered the students varied greatly from district to district. These were all factors contributing to the quality and to the quantity of education offered the children of this county.

The area of the Dysart Consolidated School District, which is the largest school district of Tama County, is over twenty times the size of the smallest school district, the Chelsea Independent School District. These two school districts were at extremes in assessed valuations, for the first district mentioned had an assessed valuation over ten times as large as the latter.

The Montour Independent School District had a cost of education per pupil almost twice as great as that of the Toledo Independent School District which was the second largest school in the county. This school district also had a millage levy which was three times greater than the lowest millage levy had by the Dinsdale Consolidated School District.

The number of pupils per teacher in each of the schools of this county varied from thirteen pupils per teacher in the Clutier Independent School District to twenty-seven pupils per teacher in the Toledo Independent School District. This factor had a great deal to do with the cost of education per pupil for these two schools were at extremes on that item.

The smaller schools must reduce the curriculum offered because of the small teaching staff; also the number of students taking each course would not justify their being offered. The Tama Independent School offered almost three times the number of subjects to the students as the Clutier Independent School offered which had the smallest offering.

The number of different subjects which each teacher must prepare each day was important and a great deal of variance was found in this among the schools of this county. Most of the schools had at least one or more teachers who prepared for four different classes each day. However, it may be shown that the largest school in this county, the Tama Independent School District, had no teacher who prepared

for more than two different subjects. The reverse was true in several of the smaller schools where several of the teachers prepared for at least five different class periods each day.

The present system of secondary school districts in Tama County is not designed to equalize educational opportunity for all of the children. The small school districts protect their independence and do the best they can under the circumstances in which they operate. They cannot offer the prospective teachers the salaries and conditions to stimulate the incentive to acquire a position in the small school nor to stay there once having the job.

Independent and Consolidated Elementary School Districts

There are four school districts in Tama County having independent or consolidated elementary schools. They are the Elberon Independent School District in York Township, the Vining Independent School District in York Township, the Lincoln Independent School District in Lincoln Township, and the Buckingham Consolidated School District in Buckingham Township. These school districts are shown on Figure 4, page 56.

The statistical data on these school districts are given in Table 18, page 57. These schools are essentially the same as most rural schools with better facilities and a higher enrollment. There was an attempt to break away from

GENERAL HIGHWAY AND TRANSPORTATION
MAP

TAMA COUNTY
IOWA

PREPARED BY THE
IOWA STATE HIGHWAY COMMISSION
IN COOPERATION WITH THE
FEDERAL WORKS AGENCY
PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

Independent and Consolidated Elementary
School Districts of Tama County, Iowa, 1949

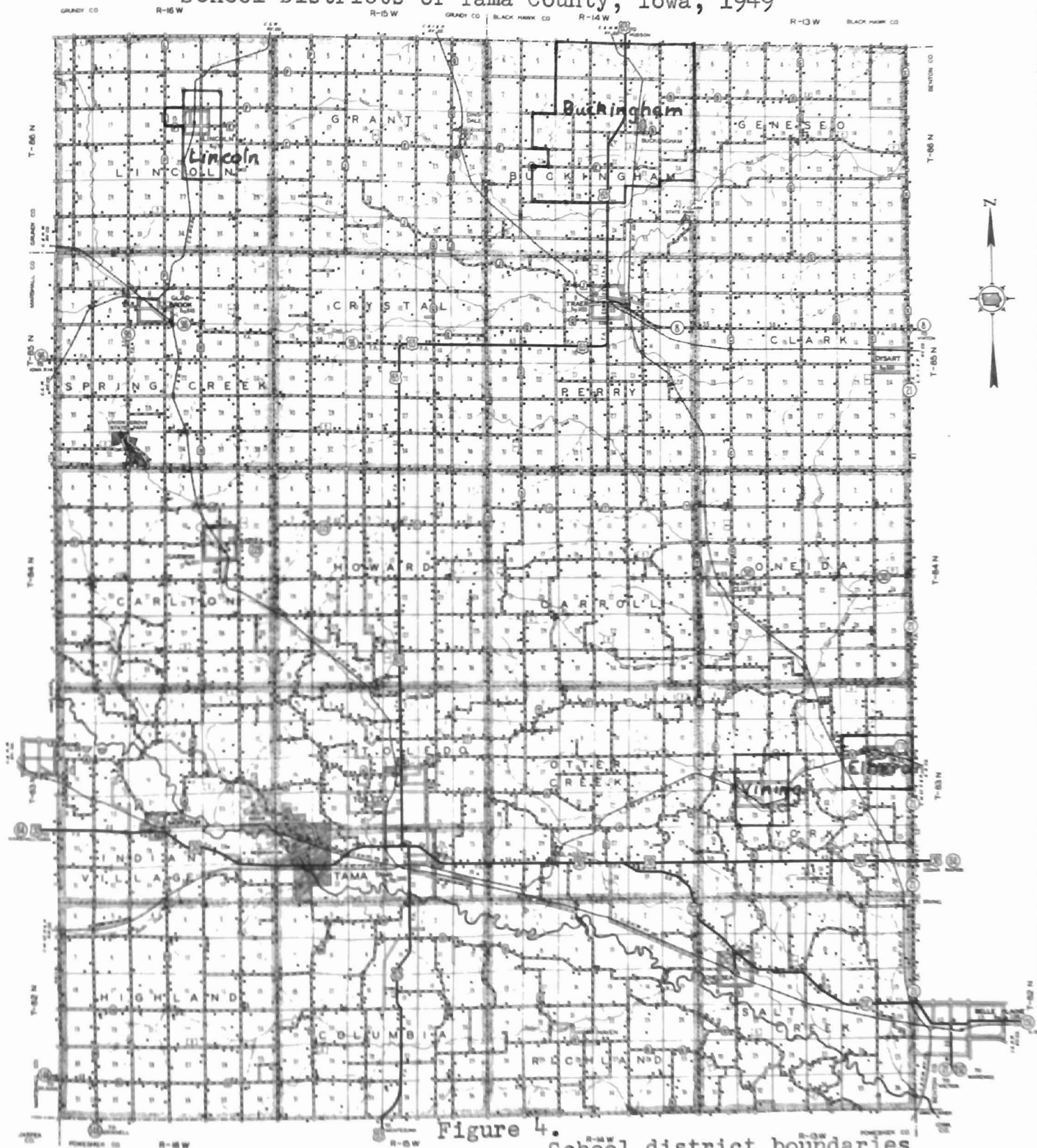


Figure 4.
— School district boundaries

TABLE 18

DATA ON INDEPENDENT AND CONSOLIDATED ELEMENTARY
SCHOOLS IN TAMA COUNTY, IOWA, 1949

School	Area in Sq. Miles	Enroll- ment	No. of Teachers	Assessed Valuation	Tax Levy Mills	Expenses	Cost per Pupil
Elberon	3	45	3	\$377,355	27.358	\$12,797.07	\$224.51
Lincoln	2.5	29	2	384,198	16.361	8,441.92	216.46
Vining	4	19	1	195,093	10.974	3,862.82	167.95
Buckingham	17.9	45	2	1,010,983	10.963	10,821.42	180.35

the education of the one-room rural school. Two of these schools had two teachers each; one school had three teachers for eight grades; and the other school had only one teacher for nineteen pupils in all eight grades.

The enrollments of these schools varied as the Vining Independent School had only nineteen pupils, while the enrollment of forty-five pupils was shared by two schools, the Elberon and the Buckingham Schools.

These school districts had adequate assessed valuations to support the education of the children. The largest school district, the Buckingham Consolidated School District, had a valuation of \$1,010,983. This was greater than the assessed valuation of five of the school districts in Tama County which had secondary schools to support. It may also be seen that the tax levies of these schools was not excessive. Two school districts had tax levies of almost eleven mills while the Elberon Independent School District had a tax levy of 27.358 mills.

The Elberon Independent School District has a brick building with inside plumbing as does the Buckingham Consolidated School District. The other two school districts have buildings of wood structure with no inside plumbing conveniences.

Township Elementary School Districts
of Tama County, Iowa

There are a total of nine elementary township school districts in Tama County. The statistical data for these school districts are shown in Table 19, page 60. The location of these school districts in relation to the other schools of the county may be seen in Figure 5, page 61. These school districts operate a total of thirty-four rural elementary one-room schools. York Township School District has the largest number of schools with eight in operation. Lincoln Township School District has only one school open. Each school in these school districts has only one teacher per eight grades.

The areas of these township school districts varies from thirty-six square miles in the Carroll Township School District and the York Township School District to twelve square miles in the Clark Township School District. The reason for this difference in area is that portions of these townships have organized into other types of school districts referred to in this chapter.

The average enrollment of each school within these school districts does not vary a great amount. The Oneida Township School District had the highest average enrollment of 13.8 pupils for its five schools while the Lincoln Township School District had only ten pupils in the one school operating. The number of students attending secondary

TABLE 19

DATA ON TOWNSHIP ELEMENTARY SCHOOL DISTRICTS
IN TAMA COUNTY, IOWA, 1949

School District	No. of Schools	Area in Sq. Miles	Enrollment	Tax Levy in Mills	Assessed Valuation	Expenses	Cost per Pupil
Carroll	5	36	68	16.447	\$1,472,788	\$27,623.95	\$234.10
Clark	2	12	22	8.668	629,962	7,025.43	195.15
Crystal	4	28	44	12.66	1,487,420	21,089.02	217.42
Highland	2	25	30	8.284	1,238,971	15,367.09	170.74
Indian Village	3	21.5	26	13.838	829,956	13,304.95	201.59
Lincoln	1	33.5	10	9.495	2,073,090	21,351.93	185.67
Oneida	5	32	69	11.093	1,487,855	18,169.36	211.27
Perry	4	25	53	13.034	1,637,238	19,109.75	209.99
York	8	36	83	13.572	1,282,031	23,629.42	238.68

GENERAL HIGHWAY AND TRANSPORTATION
MAP

TAMA COUNTY
IOWA

PREPARED BY THE
IOWA STATE HIGHWAY COMMISSION
IN COOPERATION WITH THE
FEDERAL WORKS AGENCY
PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

Township Elementary School Districts
of Tama County, Iowa, 1949

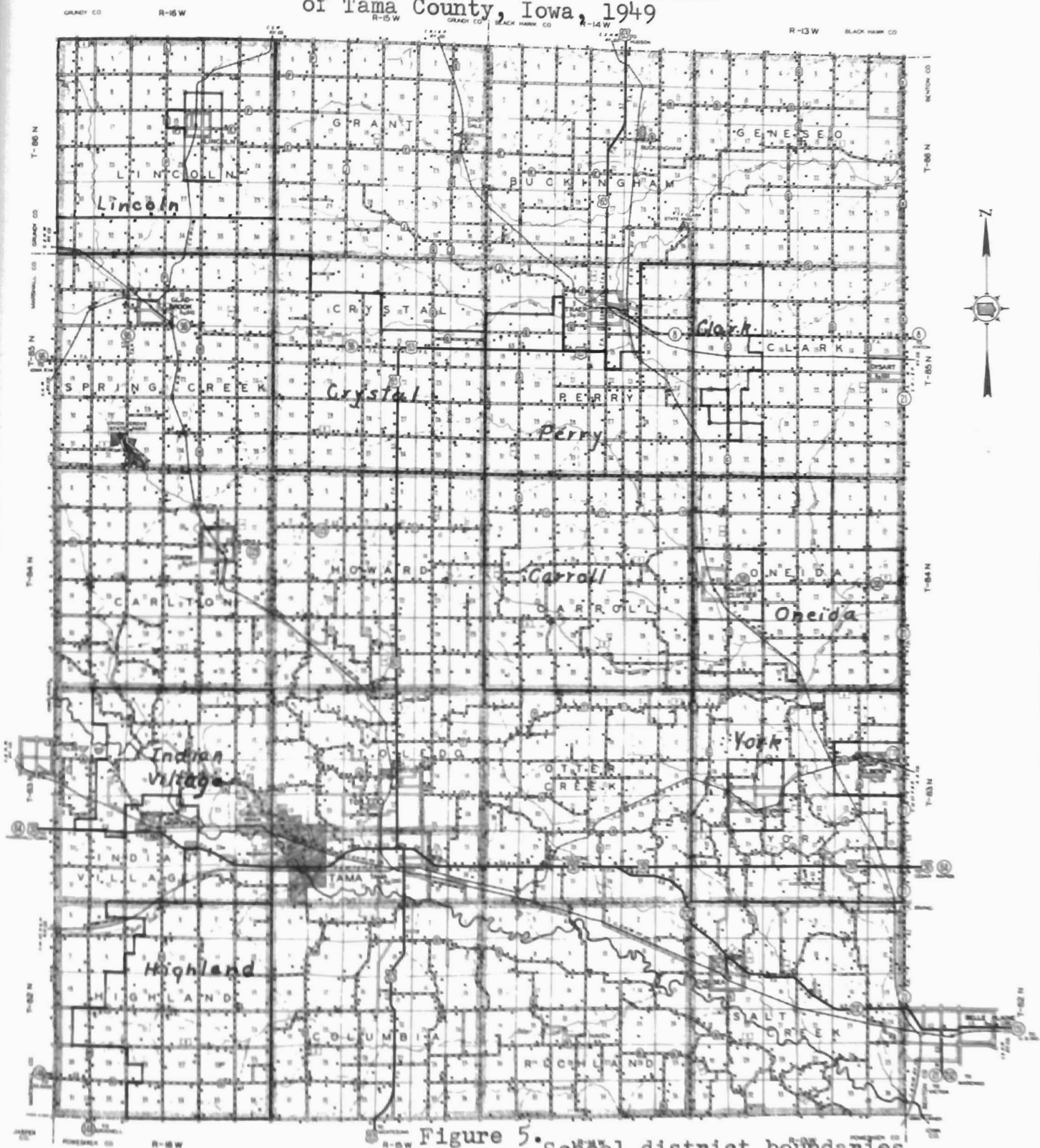


Figure 5. School district boundaries

schools in other school districts and for which the townships must pay tuition varied greatly. The Lincoln Township School District had 105 of these children attending secondary schools elsewhere, while the Clark Township School District had only fourteen such students attending schools outside this district.

The Lincoln Township School District had the greatest assessed valuation with \$2,073,090. There were only two of these school districts having an assessed valuation less than \$1,000,000. They were the Clark Township School District with an assessed valuation of \$629,962 and the Indian Village Township School District with an assessed valuation of \$829,956. The total expenses in these township school districts varied from \$7,025.43 in the Clark Township School District to \$27,623.85 in the Carroll Township School District.

The cost of education per pupil of school age attending school was the highest in the York Township School District with \$238.68. The Highland Township School District had the lowest cost of education per pupil with \$170.74.

The buildings in these school districts are all of wood construction except two. There is no inside plumbing of any type in any of the school buildings and only eighteen of them have basements. The average age of the buildings is quite high for the oldest one is seventy-five years of age and the newest one is twenty-one years old.

These school districts do not furnish any type of transportation for their pupils. The parents of the children must furnish the transportation for those attending the rural schools while the secondary schools and parents furnish the means of transporting those students to and from school.

Rural Independent Elementary School
Districts of Tama County, Iowa

There are twenty-eight rural independent school districts in Tama County. Each school district has one school of eight elementary grades. The statistical data on these school districts are shown in Table 20, page 64. It may be seen that the area of each school district is relatively small. The largest of these school districts is Richland No. 2, having 7.3 square miles while the smallest was Howard No. 8 with an area of 2.3 square miles.

The number of pupils attending these independent rural schools was the largest in Columbia No. 9 which had an enrollment of twenty-four pupils. The smallest school in operation was Richland No. 3 which had only six pupils. There were only nine schools of the total that had more than fifteen pupils in attendance and nine schools had ten pupils or less.

The assessed valuation of these school districts varied greatly. Richland No. 5 had the highest assessed

TABLE 20

DATA ON RURAL INDEPENDENT ELEMENTARY SCHOOL
DISTRICTS IN TAMA COUNTY, IOWA, 1949

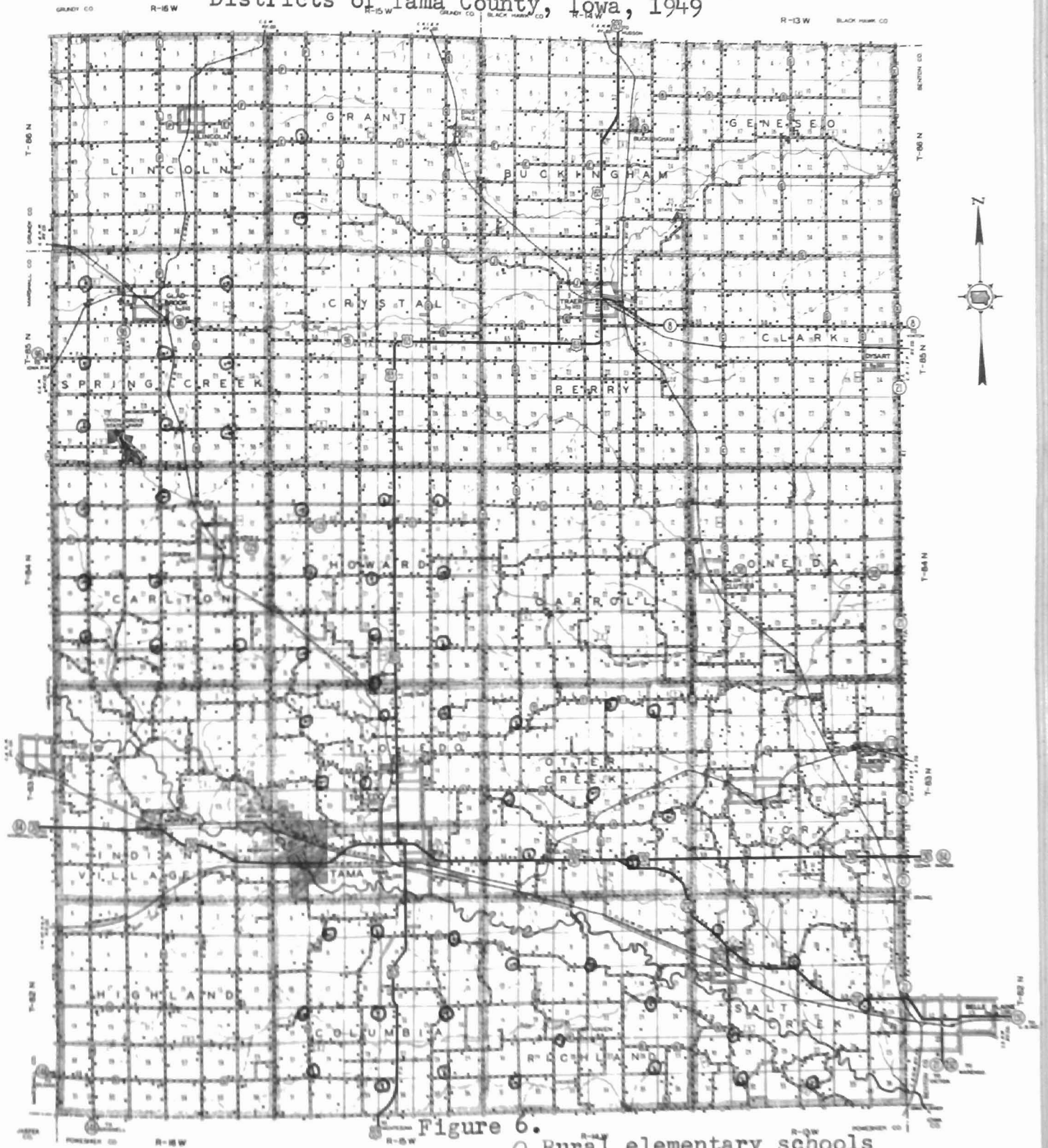
School District	Area in Sq. Miles	Enrollment	Tax Levy in Mills	Assessed Valuation	Expenses	Cost per Pupil
Carlton No. 7	4	21	32.636	\$128,907	\$4,324.92	\$172.99
Columbia No. 3	4	7	15.34	156,042	2,459.75	307.46
Columbia No. 4	4	14	16.457	179,920	3,521.66	195.64
Columbia No. 5	4	20	21.69	174,912	3,791.08	145.81
Columbia No. 6	4	7	19.978	123,885	3,642.78	303.56
Columbia No. 7	4	9	18.397	172,910	4,511.92	300.79
Columbia No. 8	4	15	16.04	186,211	3,528.91	220.49
Columbia No. 9	4	24	23.389	194,401	4,078.51	181.37
Grant No. 9	4	11	9.425	190,776	2,475.21	206.26
Howard No. 1	4	7	12.05	214,524	2,735.49	273.55
Howard No. 5	4	22	20.213	169,542	4,326.47	154.51
Howard No. 6	4	16	13.936	181,187	2,897.80	170.46
Howard No. 8	2.3	12	21.848	121,016	2,234.07	131.41
Otter Creek No. 1	4.3	13	26.813	179,206	4,928.02	228.54
Otter Creek No. 4	5	8	14.955	197,792	2,715.38	226.28
Otter Creek No. 5	5	16	15.144	200,272	3,071.65	170.64
Otter Creek No. 6	3.8	13	27.108	151,948	4,403.41	259.02
Otter Creek No. 7	3.8	10	13.872	237,247	4,126.15	275.07
Otter Creek No. 8	3.5	12	17.211	142,526	2,834.91	188.99
Richland No. 2	7.3	11	9.962	262,584	3,242.44	216.16
Richland No. 3	5.5	6	22.256	185,836	3,138.28	348.68
Richland No. 4	2.3	16	11.273	231,779	3,435.84	190.88
Richland No. 5	5	14	10.325	282,329	3,690.48	194.23
Salt Creek No. 2	4	10	20.882	159,078	2,921.08	194.73
Salt Creek No. 3	4	12	14.546	273,809	3,929.93	187.14
Spring Creek No. 7	4	11	11.423	229,801	3,383.09	211.44
Toledo No. 1	3.9	17	15.788	153,358	4,342.23	197.37
Toledo No. 5	3	10	27.356	82,550	3,058.86	203.92

GENERAL HIGHWAY AND TRANSPORTATION
MAP

TAMA COUNTY
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PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

Rural Independent Elementary School
Districts of Tama County, Iowa, 1949



valuation of \$282,329 while Toledo No. 5 had the lowest assessed valuation of only \$82,550. There was a difference of two hundred million dollars in assessed valuation between school districts.

It may be seen from the total expenses incurred during the 1949-1950 school year that the cost of education in these school districts varied considerably. Howard No. 8 had total expenses of only \$2,324.07 for this year while Otter Creek No. 1 had expenses of \$4,928.02 for the same period. Columbia No. 5 had as its cost per pupil \$145.81 which was low for schools of this type. The highest cost of education per pupil was experienced by Richland No. 3, having \$348.68 as its cost of education per pupil.

The school buildings of these districts are typical of the rural schools in Iowa. The average age of the buildings being used is high for the oldest one is ninety years old. There are sixteen schools whose age is over sixty years old. The newest building in use is twenty-three years old. All of the structures are of wood except two which are built of brick. None of the schools have inside plumbing and only six of them have a basement of any kind.

These rural school districts do not provide transportation for their students. The parents of the children must furnish the means of traveling to and from school. This is not too advantageous since the school district has

little control over the transportation.

There were not many students from these school districts who were enrolled in secondary schools of other school districts. The twenty-eight school districts had only a total of 115 pupils attending secondary school in other districts for which the rural elementary school districts paid tuition. This made an average of 4.1 pupils of high school age in each of these rural elementary school districts.

There is a very definite trend within Tama County for a reduction in the number of rural elementary schools. There are now a total of sixty-two elementary one-room rural schools in operation including the township elementary schools. In 1945 there were 103 such schools in operation which is a reduction of forty-one in five years. The necessity of higher salaries for rural teachers, the decreased enrollment of rural schools, and the increased transportation facilities furnished by larger school districts have contributed to the closing of these rural schools.

Enrollment Trends in the Tama County Public Schools

The enrollment trends in the Tama County public schools must be considered to study the school systems of the county. Table 21, page 67, shows the enrollment over the twenty year period, 1930 to 1950. From these statistics it may be seen that there was a drop in the school enrollments

of 1,009 pupils during this period. Most of this drop appears in the elementary grades to and including the eighth grade.

TABLE 21
ENROLLMENT TRENDS OF THE SCHOOLS
IN TAMA COUNTY, IOWA

Grades	1930	1935	1940	1945	1950
1 - 8	3,829	3,477	3,192	3,099	2,905
9 - 12	1,116	1,065	1,250	1,075	1,031
Total	4,945	4,542	4,442	4,174	3,936

From the information above it is shown that the school enrollments have been decreasing gradually with no apparent increase in sight. It has been stated that the population is relatively stable since there have been no great movements of people in or out of the county. There may be a slight increase in students due to a larger number of births during and just after World War II, but census figures of children from one day old to five years of age do not show any great increase to be anticipated. In 1949 there were 1,433 children of this age in Tama County while the enrollment in the primary and first grades of the elementary schools was only 761. It might be concluded that these two grades should have enrollments of approximately two-thirds of the total population of children under five years of age which would be 957 pupils.

School District Tax Levies

It is necessary to study tax levies of the various school districts of Tama County in order to learn the operation of the education system. Education of the elementary and secondary schools of the county varied greatly in the amount the populace of the school districts had to pay.

The highest levy for school taxation in 1949-1950 was 43.029 mills in the Montour Independent School District. The lowest levy of the school districts supporting secondary schools appeared in the three consolidated school districts of Dinsdale, Dysart, and Geneseo. Each has a large area with a high assessed valuation along with having small schools to support. The Dinsdale Consolidated School District had a levy of 13.553 mills; the Dysart Consolidated School District had a levy of 14.602 mills; and the Geneseo Consolidated School District had a tax levy of 14.798 mills. The other school districts supporting secondary schools had over twenty-six mills as a tax levy.

The township elementary school districts showed very little variance in the tax levy. The Highland Township Elementary School District had a levy of 8.284 mills while the Carroll Township Elementary School District had a levy of 16.447 mills. The other seven township elementary districts had tax levies between these two.

The independent and consolidated elementary school districts showed a great difference in tax levies. The Elberon Independent Elementary School District had the highest levy of these schools with 27.358 mills. The lowest tax levy was in the Buckingham Consolidated Elementary School District which was 10.973 mills.

The rural elementary school districts had a great amount of variance in the tax levies. The school district having the highest levy was Carlton No. 7 with 32.636 mills. This was rather a high tax levy for a one-room rural school. The school district of these with the smallest tax levy was Grand No. 9 with 9.425 mills. Eighteen of these rural elementary school districts of the total of twenty-eight had a tax levy above fifteen mills.

The school districts not having secondary schools or elementary schools in operation sent their children to a school of the parents' choice. These pupils were usually provided transportation by the school district they attended; but where none was provided, they were transported at the expense of the parents. The tuition charged these students was assumed by the school district wherein the parents of such resided. During the 1949-1950 school year the tuition rate charged each of these pupils varied according to the cost of the education furnished by the school. In no case did the rates of tuition compensate the schools

for the education given the children from other districts. During this same period school districts in Tama County had a total of 550 pupils for which tuition was paid to the school districts furnishing the education for such children.

CHAPTER IV

EVALUATION OF THE SCHOOL DISTRICTS OF TAMA COUNTY

The school of Tama County, Iowa must be evaluated according to the criteria advanced in Chapter II. This must be done in order to best judge whether they are efficient, economical, and adequate. It is desirable that these schools should be functioning in a manner that would give the utmost education to the greatest number of pupils at a minimum cost.

Enrollment

The first consideration in evaluating the schools in Tama County is enrollment. It was determined from research that the minimum enrollment for the elementary schools should be 240 to 280 pupils. The secondary schools should have an enrollment of 210 to three hundred pupils with the enrollment of combined elementary and secondary schools approximating 450 to 580 pupils.

There are only two of the seventy-seven schools in Tama County that compare to the standards above. They are the Toledo Independent School District and the Tama Independent School District which have combined elementary and secondary enrollments of 542 and 661 pupils respectively.

The school having the next highest enrollment is the Dysart Consolidated School District having a total enrollment of 405 pupils. It may be seen that only three of the eleven combination elementary and secondary schools have an enrollment sufficient for adequate educational purposes. The extreme is reached in the Clutier Independent School District which had a total enrollment of seventy-seven pupils in the elementary and secondary grades.

It has been shown that Tama County, Iowa has sixty-two one-room rural schools. The enrollment of these schools varied from twenty-four pupils in one to six pupils in another. These enrollments were includes in grades one through eight which placed a great burden on one teacher to adequately prepare for the possibility of eight different age levels within a daily routine.

There are four school districts maintaining independent or consolidated town elementary schools. These four schools had enrollments varying from forty-five in two schools to nineteen pupils in the school having the lowest enrollment. The only apparent difference between these schools and the one-room rural type was that there were twice as many pupils with more teachers.

It has been shown that there are seventy-five schools in Tama County, Iowa that had enrollments below the suggested minimum. No reasons are advanced for this condition from any

statistical data or information gathered in this research. It is suggested that the people are slow to accept changes. They do not desire to have their neighborhood school absorbed into a larger system even though it might offer better educational opportunities to their children and to future generations.

Assessed Valuation

The problem of financing an adequate educational program of a school large enough to furnish educational opportunities economically is not a great problem in Tama County. The land, the communities, and the people in general are financially able to educate the children in the manner desired.

The Consolidated School District of Dysart has an assessed valuation of \$5,157,914 because of its large area. This is an assessed valuation of over \$12,000 per pupil in attendance. The reverse is true in the Chelsea Independent School District which has a total assessed valuation of only \$480,907. The assessed valuation per pupil in this school district is only \$3,700. There is an abnormal difference of assessed valuation per pupil between school districts and, since this may be used as a measuring stick to determine the ability of school districts to finance an adequate educational program, it must be assumed that there is a great differential between school districts of Tama

County in their ability to support their schools. The reasons for this great difference in assessed valuation between school districts are obvious and they can be eradicated if desired. The Chelsea Independent School District has no large community within its area which is only three square miles. There are eight of the eleven combined elementary and secondary school districts that have an area of less than ten square miles and of these eight school districts five have a total assessed valuation of less than \$1,000,000. The one way to remedy this situation is to enlarge the areas of the combined elementary and secondary school districts.

The township elementary school districts are financially able to educate their children under the existing conditions. The areas of these school districts vary from twelve square miles to thirty-six square miles and the assessed valuation varies from \$2,073,090 to \$629,962. In no case is there a school district having less than ten thousand dollars assessed valuation per pupil attending school and this figure goes as high as nineteen thousand dollars assessed valuation per pupil in one school district. The independent and consolidated town elementary school districts have assessed valuations that vary from \$195,093 in one school district to \$1,010,983 in the school district having the highest valuation. The assessed valuation per pupil varies from over six thousand dollars in one school

district to ten thousand dollars in another.

The rural independent school districts have assessed valuations that vary from \$82,550 to \$282,329. The assessed valuation per pupil varies from five thousand and one hundred dollars in one district to twenty thousand dollars in another. The school districts have ample assessed valuation per pupil, but their area is so small and the number of pupils of each is so few that they cannot adequately promote a sound educational program. These rural school districts would be a financial asset to a larger school district having a complete program.

Tama County, Iowa has too many small school districts within its boundaries. This has caused the assessed valuation of these school districts to be too small to support the proper education needed for the children. The only type of school supported by these small school districts with low assessed valuation is the rural school with one teacher and eight grades. Small school districts with a low assessed valuation cannot support an adequate secondary educational program and, because of the small school districts, the secondary school districts in operation in Tama County are limited in their assessed valuation which in turn limits the educational opportunities offered to their own students and to those students coming from the small school districts.

Cost of Education

It has been shown that the cost of education is related to the quantity and to the quality of the educational program in each school. The cost of education in Tama County varies greatly between different school districts and there is a great variance in the programs of the schools, but apparently there is no correlation between the cost of education and the quality of the program offered in the schools of this county.

The greatest cost of education per pupil of the seventy-seven schools in Tama County in 1949-1950 was incurred by Richland No. 3 Independent Elementary School District totaling \$348.68 per pupil. This excessive amount was due to the low enrollment of only six pupils. Three other school districts of this type operating one-room rural schools had over three hundred dollars as a cost per pupil. The lowest cost of education per pupil was \$131.41 in the Howard No. 8 Independent School District. The total expenses of operating this one-room rural school for the year 1949-1950 was only \$2,234.07 which is hardly enough to pay one teacher and defer other expenses that might occur during a normal school year.

The interesting fact to note in the costs of education is that the second largest school in the county, Toledo, had one of the lowest costs, \$149.87 per pupil.

The enrollment was 542 pupils and it may be seen that expenses were reduced by having more pupils per teacher than the other schools of the same category. The Tama Independent School District, the largest school in the county, had a cost of education of \$187.78 per pupil. This school presumably has one of the better educational programs which indicates that increased offerings to the pupils need not necessarily mean increased costs if the school is large enough.

The costs of education per pupil for the schools of Tama County varied greatly. It has been shown that the amount varied by \$198.81 which was entirely too great for the services rendered. These costs may be equalized by eliminating small schools which offer few services.

Transportation

The transportation situation in Tama County is quite adequate for the present needs. Figure 7, page 78, shows that most of the county has bus service for the students if they desire it.

The road conditions in Tama County are good and there are no physical barriers to bus transportation. The schools furnishing transportation do not lose much time for transportation reasons except in case of extreme blizzard conditions. This situation would hamper operation of any schools regardless of the bus routes.

GENERAL HIGHWAY AND TRANSPORTATION

MAP

TAMA COUNTY

IOWA

PREPARED BY THE
IOWA STATE HIGHWAY COMMISSION

IN COOPERATION WITH THE
FEDERAL WORKS AGENCY
PUBLIC ROADS ADMINISTRATION

DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

 Buckingham
 Chelsea
 Clutier
 Garwin
 Geneseo
 Gladbrook

 Dinsdale
 Dysart
 Montour
 Tama
 Toledo
 Traer

Transportation Areas of Schools in Tama County, Iowa, 1949

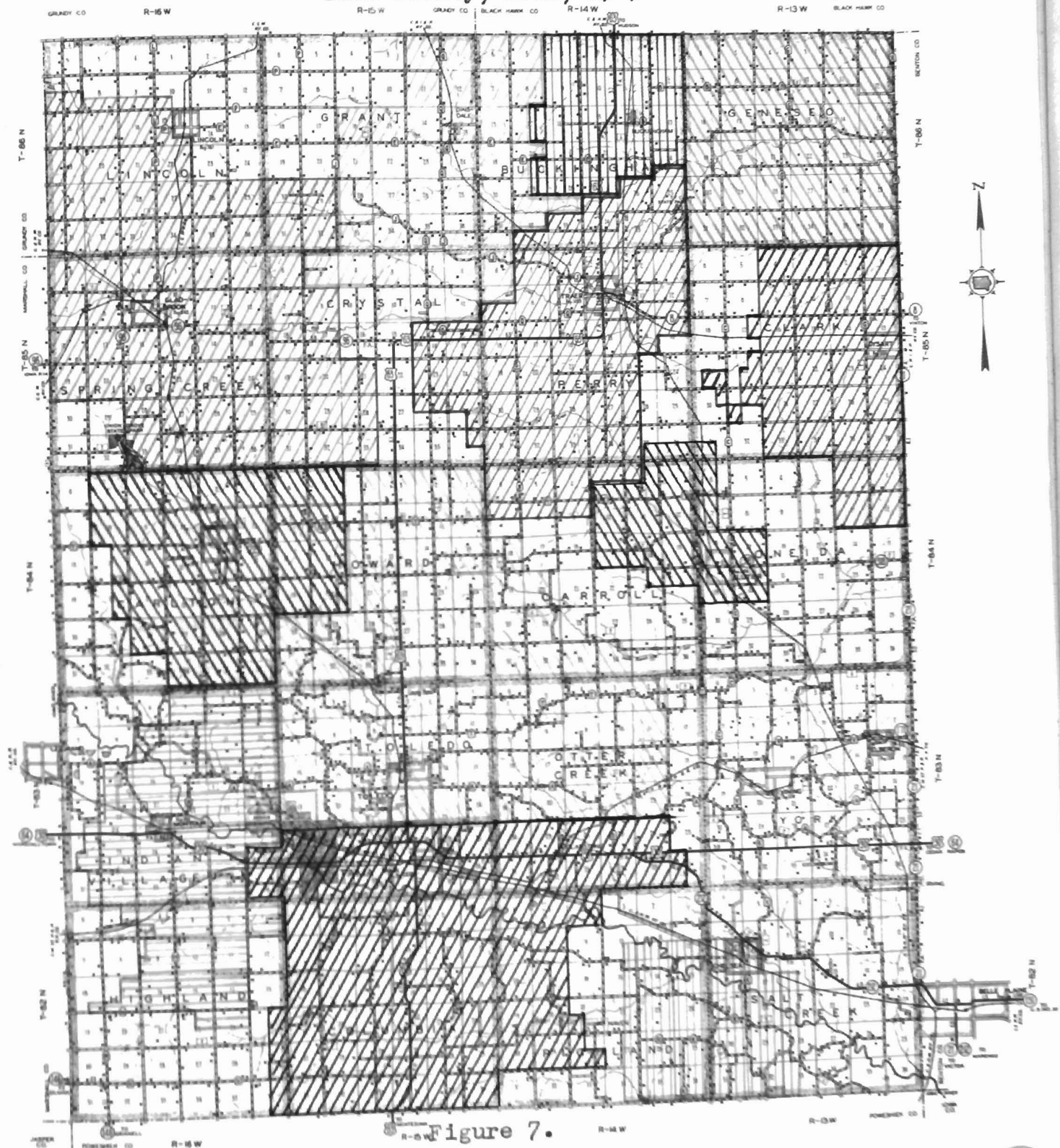


Figure 7.

The time students would have to spend on the buses is not a factor to be considered in Tama County. The Toledo Independent School District sends its transportation the greatest distance, averaging 31.1 miles each way which does not require the students to spend too much time in traveling to and from the school.

The one situation in Tama County causing adverse transportation of students is in the Tama Independent School District. This school district does not own its buses and so contracts with individuals. The affect of this arrangement is an excessive cost of transportation per pupil. This cost per pupil of \$113.60 in 1949-1950 was \$43.66 greater than the cost of transportation per pupil of the Traer Independent School District which has \$69.94 as its cost per pupil transported. The Tama Independent School District had seventy-one pupils to transport using four buses which showed an excess cost of \$3,056.20 for one year. The cost could be reduced to a normal figure by school owned buses.

School Buildings

The school buildings of the districts having both elementary and secondary schools are in good repair and they are adequate for the present needs. They would not be adequate should any changed be instituted to increase the enrollment of any of the schools.

The school buildings of the independent town or consolidated elementary schools are of the best type. Only two, the Buckingham Consolidated School District and the Elberon Independent Elementary School District, have brick buildings with inside plumbing. The other two school districts need inside plumbing.

The rural elementary school districts have buildings typical of schools of this type. Of the sixty-two rural schools three of them have brick construction while there are only twenty-seven with basements. These school buildings do not contribute to a proper educational program. If these students were transported elsewhere for their education the buildings could be sold and used for other purposes.

Educational Program

The smaller the school the more limited the educational program will be. This can be seen from the study of the courses offered by the secondary schools of Tama County.

The Chelsea High School offers a total of eleven different subjects for four grades in one year. They solve the shortage of teachers for the number of classes offered by combining the two upper classes and the two lower classes in arithmetic, literature, home economics, and geography. This school offers no vocational course of any type to the boys.

The Clutier High School offers a total of ten classes to the four high school grades. The superintendent teaches two classes and the other two teachers instruct four classes each. This school has no vocational education of any type and the social studies area is quite limited.

The larger schools of the county offer much more extensive programs with complete social studies, more extra-curricular activities, speech programs, commercial studies, mathematics, and industrial arts courses. The great difference, besides the number of courses offered the students, in the schools of Tama County, is the variety of elective subjects allowed the students. The small schools have no apparent electives while the larger schools allow a choice of specialized fields.

The courses which seem to be the most neglected in the smaller schools because of the necessarily limited offerings are physical education, arts, speech, health education, vocational courses, and extra-curricular activities. The guidance programs are not promoted since no school has a special guidance counselor.

The teaching load is another consideration in a small school which must be given attention. The superintendents of the smaller high schools must each four subjects in some cases. This leaves concern for the quality and quantity of administrative work performed in such instances.

In the Geneseo Consolidated High School the principal taught five different classes in addition to her administrative duties. There can be no doubt that inadequate time was available for the proper performance of both teacher's and principal's duties.

The most important factor in a school program is proper preparation by the teacher for each class period. Subjects may or may not be offered by name. Two main considerations in teaching are what is presented to the student and how it is offered. Teachers having to teach four and in some cases, five different subjects and then be occupied with extra-curricular activities after school hours and at night cannot give the proper attention to class preparation. The Tama Independent School appears to have an ideal schedule since many of the teachers have more than one class of the same subject necessitating only one preparation. This certainly shows the great disadvantage of the small school. The poor education promoted by such methods cannot be measured, but it is suggested that it does not show a trend toward better educational methods. Satisfaction in teaching may be realized by the teacher knowing that she is performing a service to her students. It is maintained that much dissatisfaction and unrest in the teaching profession is directly caused by such conditions mentioned above which are very obvious in the secondary schools in Tama County.

The school programs offered by the eleven secondary schools of Tama County are not beyond improvement. One of the schools, the Tama Public Schools, has a teaching staff that is large enough to do an adequate job. The other schools in this county are just able to present a program that is passable or they have programs that are not justifiable. It must be realized that any study of the school systems of Tama County must necessarily have as its objective an improved educational program. The small high schools can improve their programs, but the cost would be too great under the present circumstances.

Teacher Qualifications

The qualification of teachers has a great influence on the quality of the educational program. The greater preparation a teacher has for her occupation the greater chance there is for the children to get an enhanced education.

The greatest neglect shown in teacher preparation occurs in the elementary grades of the Tama County schools, especially the rural schools. Common knowledge suggests that the most difficult job of teaching occurs in a rural school of eight grades, with poor equipment and facilities and, with only one teacher. This teacher must be able to teach students varying from the primary grade to the eighth grade in each school day yet there were only six rural

school teachers having qualifications to hold standard elementary certificates. There were twenty-one of these rural teachers who had normal training certificates which require only special high school courses. There were fifteen rural teachers holding substitute teaching certificates which were valid for only ninety days.

The qualifications of the teachers in the elementary schools combined with the secondary schools are better than those of the teachers in the rural schools, but they still could be improved. Of the total number of teachers there were twenty-nine having qualifications less than those required for a standard elementary certificate.

The certificates and qualifications of the teachers in the secondary schools were greater than those held by the elementary teachers. The reason for this is that the requirements for certification to teach in secondary schools are more rigid. However, it is entirely possible for teachers of secondary schools to teach subjects in which they have neither minor nor major preparation in college.

The larger schools can attract teaching personnel with better qualifications because of higher salaries and better working conditions. It is deplorable that a student in a rural school of one room does not have the opportunity to have a teacher with the same preparation and education as a student in a larger elementary school district, yet

this is the exact condition found in the Tama County schools.

The situation permitting the great differential between qualifications of elementary and secondary school teachers is a great evil of our system. The education of elementary students is important because a child must have a proper foundation of learning as he progresses.

CHAPTER V

RECOMMENDATIONS FOR REORGANIZATION
OF TAMA COUNTY SCHOOL DISTRICTS

From the information presented in the preceding chapters it has been shown that the organization of the school districts in Tama County, Iowa allows for much inequality in the educational program offered the students. It has also been shown that the costs of fostering sub-standard education are varied between school districts. It must be realized that education is an important part in our heritage which cannot be trifled with at the expense of future generations.

The fundamental purpose of such a survey as this is to draw logical conclusions from which a plan or plans may be formulated to better the educational systems now in existence. The following paragraphs are devoted to developing a plan which might allow for greater educational opportunities in Tama County. It is acknowledged that any plan presented will be unsatisfactory in that many objections to it will arise from those people who cling to past traditions. People are also reluctant to accept changes that might possibly increase financial responsi-

bility without material return.

The proposed plan for reorganizing the school districts of Tama County, Iowa would eliminate the rural elementary schools entirely. These schools have no place in any system of school districts of an improved nature. These independent rural and township school districts would be incorporated into the larger districts described later for financial reasons and to allow the parents of the children of these rural districts to have a voice in controlling the education of their children.

The financial assets and liabilities of the small school districts would be assumed by the larger school districts. When a small school district is divided between two larger school districts, the division of the assets and liabilities would be on a fractional basis according to the area as divided between the controlling school districts. The building would belong to the school district within which it finally resides. It would be appraised as to its real worth and be that share of the finances of the school district having final ownership.

Tama County should be organized into eight school districts as shown in Figure 8, page 88. The area, the enrollment, and the assessed valuation of the eight school districts is shown in Table 22, page 89. The area of these school districts will vary from 54.5 square miles in the

GENERAL HIGHWAY AND TRANSPORTATION
MAP

TAMA COUNTY
IOWA

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PUBLIC ROADS ADMINISTRATION
DATA OBTAINED FROM
HIGHWAY PLANNING SURVEY

Chelsea
Garwin
Gladbrook
Dysart

Montour
Tama
Toledo
Traer

1949
Proposed School Districts of Tama County, Iowa

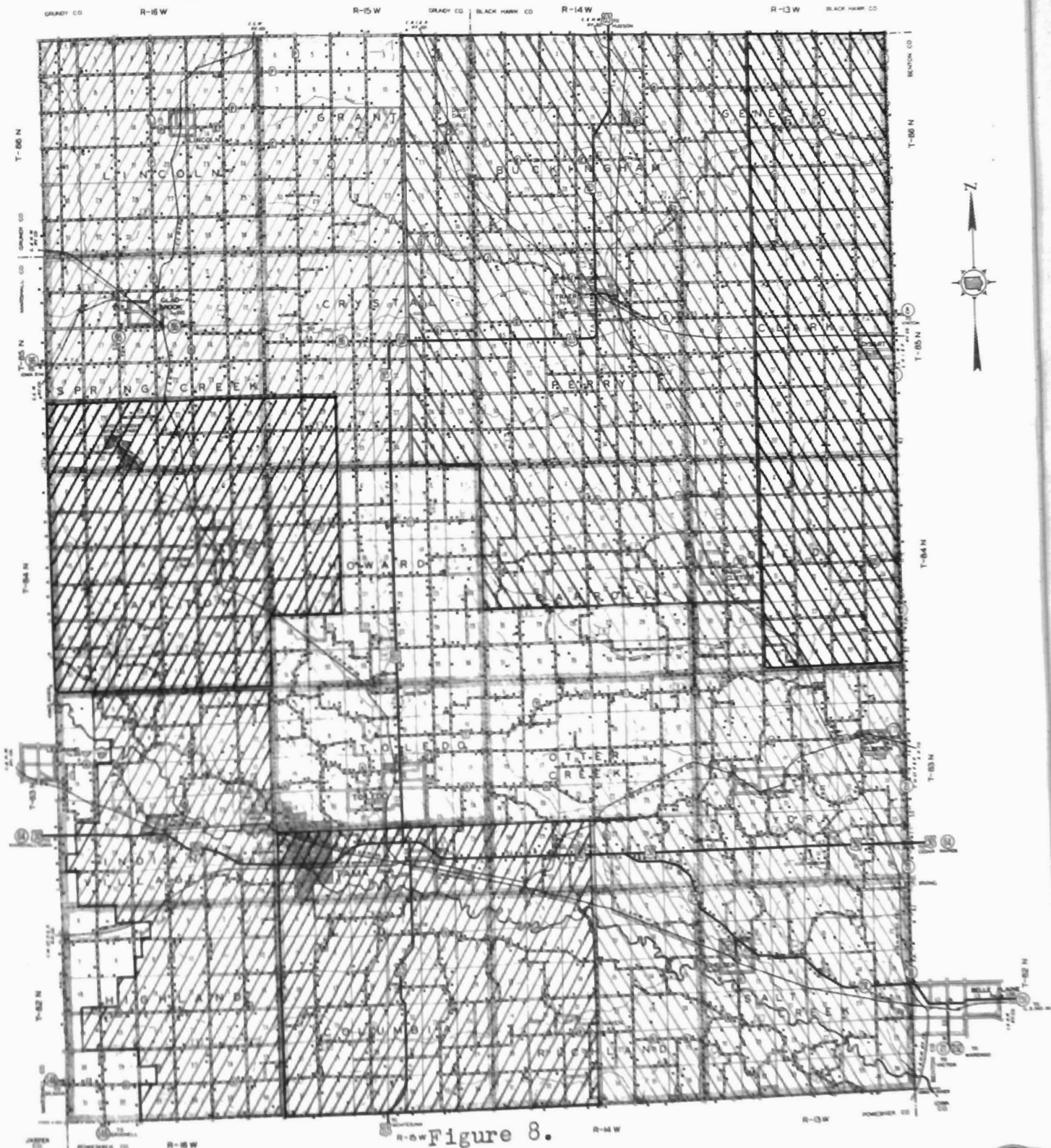


TABLE 22
DATA ON PROPOSED SCHOOL DISTRICTS
OF TAMA COUNTY, IOWA

School District	Area in Square Miles	Enrollment	Assessed Valuation
Chelsea Independent	96	305	\$2,654,608
Garwin Independent	60	266	2,766,194
Gladbrook Independent	96	471	5,005,564
Dysart Independent	134.8	600	8,257,914
Montour Independent	54.5	223	2,655,403
Toledo Independent	88	687	4,587,015
Tama Independent	72	808	4,677,165
Traer Independent	152	769	7,975,058

Montour Independent School District to 152 square miles of the Traer Independent School District. The enrollments of the school districts will vary from 223 pupils in the Montour Independent School District to 808 pupils in the Tama Independent School District. The assessed valuations of these school districts would be greatly enlarged since the smallest valuation would be \$2,654,608 in the Chelsea

Independent School District. There are only two school districts in Tama County that are presently operating with comparable valuations. The school district having the greatest assessed valuation would be the Dysart Independent School District with \$8,257,914. Each of the proposed school districts will be discussed in the following paragraphs.

The Chelsea Independent School District in the southeast corner of Tama County will have an area of ninety-six square miles with an evaluation of \$2,654,608. There would be 305 students in this school district. This area includes the former schools of Elberon and Vining and it is anticipated that one or both of these structures be used for an elementary school attendance area. It must be acknowledged that this would not be an ideal school district for many reasons, but it would be a great improvement over the present situation. The high school would be located in Chelsea and this would require enlarging the present building for instituting a broader educational program. The transportation facilities would have to be enlarged to accommodate the increased area and enrollment.

The Garwin Independent School District located on the western edge of Tama County would have an area of sixty square miles with an assessed valuation of \$2,766,194. The proposed enrollment of this school district would not

be much larger than the former area. There will not be any changes in the use of the building and no enlargements need be made. It is expected that increased services be offered the students at no greater cost to the citizens because of the enlarged assessed valuation. Also, the transportation facilities of the present school district need not be increased because the area included in the new school district is now covered by the present bus routes. This school district would still be too small for practical purposes, but it is suggested that the school districts of Montour, Garwin, and Chelsea might combine finances to gain services of a school nurse and a guidance counselor whom they might otherwise find too costly.

The Gladbrook Independent School in the northwest portion of Tama County will include ninety-six square miles, having an assessed valuation of \$5,005,564. The approximate enrollment would be 471 students. The former elementary school of Lincoln would be included in this administrative area and it is anticipated that it would be included as an elementary school attendance area in the new school district. The school building at Gladbrook, which would be the secondary school for this school district, might need to be enlarged to offer greater services to the students. The transportation facilities need not be extended as most of the new area is now traversed by the

present buses.

The next school district to consider is the Dysart Independent School District which is located in the northeast corner of Tama County. This would be the second largest school district with an area of 134.5 square miles and it would have the largest assessed valuation of \$8,257,914. The number of students in the schools of this school district will be six hundred. The former school of the Geneseo Consolidated School District will be within this area and it is proposed that it be used as an elementary school. The secondary school will be located in Dysart. The transportation facilities of the new school district will not be enlarged as the area to be included is now traversed by buses of the present school districts.

The Montour Independent School District located in the southwest corner of Tama County will have an area of 54.5 square miles with an assessed valuation of \$2,655,403. The enrollment of the school district will be 223 pupils which is too small for an ideal school. It has been suggested that this school district combine services with the school districts of Garwin and Chelsea. The building that is now in use would be quite adequate for this enrollment and the enriched program to be instituted within the school. The extended area of the school district would mean the addition of not more than two buses at the utmost.

The proposed Toledo Independent School District would have an area of eighty-eight square miles which would include the area now covered by the buses in operation plus additional territory. The assessed valuation of the new school district would be \$4,587,015 and the enrollment would be 687 students. The elementary and secondary schools of this school district would be located in Toledo and because of the increased enrollment more space must be provided for the elementary grades. There must be approximately three more buses provided for the larger number of students transported.

The Tama Independent School District would have an area of seventy-two square miles with an assessed valuation of \$4,677,165. This school would have the largest enrollment of any school in the county with 808 students. Most of the increase would be in the elementary grades because the rural schools would be closed. Approximately six buses would have to be provided by the school district as it does not own any at the present. The increased enrollment in the lower grades would not necessitate any additions to the elementary building as it would then be used to the fullest capacity.

The last of the new school districts to be considered is the Traer Independent School District. The area of this school district would be 152 square miles, making it the

largest administrative unit in the county. The situation in the Traer Independent School District would be unique as this area would encompass the former schools of Clutier, Buckingham, and Dinsdale. These school buildings would be located at the edges of the school district and it is suggested that they would be used as elementary schools. The high school students of these previously small schools would be transported to Traer for an enriched education. The enrollment of the Traer Independent School District would be 769 pupils. The increased enrollment of the secondary school at Traer would necessitate additional space for these students. The transportation facilities would have to be increased in order to accommodate a greater number of students being transported.

One factor which might lead to some objections to this plan of reorganization of the school districts of Tama County is that it would displace some teaching personnel.

The greatest increase in enrollment of the new school districts would take place in the elementary grades because of the absence of rural schools. The increased enrollment will need more teachers who would have a higher degree of certification. It would place those teachers having little education in a most disadvantageous position. It must be acknowledged that most all of the schools in operation will continue in operation with changes in a few

secondary schools of the past. The elementary attendance areas within the administrative units will need qualified personnel having graduate work to supervise and administer the programs. This will be one advantage over the small independent elementary schools now in operation.

The transportation afforded the students will be one of the major problems facing the new school districts, especially in those school districts having more than one attendance area. This problem may be met by the buses transporting elementary students to those schools and returning with the high school students. Another method may be used by having points where the buses of the attendance areas meet and exchange students going to their respective schools. More students could be accommodated in the last method. By either of these methods it is anticipated that no student would remain enroute to and from school for too long a time.

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